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A bilingual and bicultural approach is presented for teaching Navajo Indian students by enhancing and utilizing the familiar while broadening and enriching the students' experiences related to the larger American culture. Information is given on the significance of early learning, physical and mental aspects of the five year old, articulation of early childhood experiences, and the role of the staff in early education. Curriculum experiences are outlined for language and concept development, social living, mathematics, music, natural and physical concepts, health and safety, foods, and aesthetic appreciation. The importance of the supportive services and parental and community involvement in the kindergarten program are also emphasized. The appendices and bibliography include enrichment materials, guidelines for space utilization and equipment requirements, and examples of forms and materials. (DK)

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A KINDERGARTEN CURRICULUM GUIDE FOR INDIAN CHILDREN



A BILINGUAL - BICULTURAL APPROACH

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PREFACE

This Kindergarten Curriculum Guide represents an important step in the thinking and planning of programs for Indian children. It demonstrates continued commitment to quality education by emphasizing an educationally sound kindergarten program.

A valid educational program for kindergarteners and their families serves as the foundation for building attitudes and skills which are essential for future successful learning.

It is with these ideas in mind that a preliminary draft of a kindergarten guide has been developed for use with Indian children wherever they are. This guide is the foundation and base from which will be developed a kindergarten guide in the near future.

Sincere appreciation is extended to the individuals who have contributed their time, energy and talent in helping produce this Kindergarten Curriculum Guide during the Bureau of Indian Affairs–National Association of Education of Young Children Workshop at Dilcon School, Winslow, Arizona.

The Guide was developed by the Program Specialists of the Summer Training Program. We are eager to have continued feedback and suggestions before the Guide is put in its final form. The blank pages are included for your suggestions to us.

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A KINDERGARTEN CURRICULUM GUIDE FOR INDIAN CHILDREN

A BILINGUAL - BICULTURAL APPROACH

SIGNIFICANCE OF EARLY LEARNING

A few years back a wise citizen of the world, Brock Chisholm, wrote a challenging book entitled "Can People Learn to Learn?" In this book he posed the urgent question, "Is it possible to develop enough mature people during the next generation that man [will be] prevented from destroying the human race?"

During the past decade or so, we have come to know that if this question is answered affirmatively, we must start educating our very young children. We have also come to know that their education must be rooted deeply and continuously in human values. We know that even before a child is five or six he has formed many attitudes toward himself and his world that will probably spell the difference between his being a positive, affirming person or a negative, denying person.

We know today that what a child learns in his first five years is not as important as how he feels about what he learns. We know that even a baby may be made neurotic and ill by being force-fed a mental diet that he cannot escape. We know that the most significant teacher a child has is the mother who cares for him during his dependent years.

We know that a child does the most significant learning of his whole lifetime in the first five years. He learns his language, his feelings about himself and his family, his ways of perceiving his world, and his attitudes toward learning.

We know, too, that the most dependable fact about young children is that each is very different from all others—in fact unique. There is only one you in all the world.

Given this knowledge which has been accumulating for the past century at least, some methodologies follow in teaching the very young.

Young children learn through play. Play is a child's most serious and most absorbing business. We must not deny play to the young child or we will later find him experiencing a mental breakdown of some kind. (In fact, eminent students of human behavior feel that many of our serious modern problems are the result of our inability as adults to play.) Most of what a child learns permanently so that it becomes a part of him comes through play.

In this play process a child discovers, he organizes, he classifies, he accepts and he rejects. From his play he develops a concept of his world and, just as he is unique, so is his world unique to him. (Your world and mine are not alike although we may live next door to each other.)

Our basic method then in the early years (and I define these years as from 2-8) is play—its utilization, its extension, its deepening and its interpretation.

Another aspect of methodology follows from what we know—that young children learn more wholesomely through indentification than through instruction. This means then that our passion to instruct, to inform, must be curbed, limited, used sparingly. In its place, we develop a way of being in the play in such a way that a child sees the teacher as one with whom he can identify. From this identification comes rich, meaningful learning. In a bilingual kindergarten being able to speak the mother language is a great asset in encouraging identification.

Finally, our knowledge tells us that the learning of the very young child must involve the total family, especially the mother, if it is to be meaningful and lasting. The involvement of the family in the kindergarten program is as important as the teaching of the child. A child cannot compartmentalize himself at age five and live one life at home, another at school without serious damage to his personality.

The kindergarten program that is being designed for the Indian schools is attempting to implement the foregoing concepts. A significant attempt is being made to bring together, in one setting, the best that is known and to support the program with adequate resources. The Bureau of Indian Affairs has shown great vision in shepherding this program from the drawing board to reality.

This Guide is one example of the painstaking effort that is being made to support a quality kindergarten program. A tremendous debt of gratitude should be extended to the Program Specialists who worked together as a team to develop the Guide and at the same time fulfill their workshop responsibilities.

Mary Lane, Coordinator
Kindergarten Project

The Curriculum of the Child-Centered Kindergarten

TAKES EXPERIENCES FROM:
The Social Studies
Mathematics
The Natural and Physical Sciences
Aesthetic Experiences
art - music - body movements
rhythms

PROVIDES OPPORTUNITIES FOR:
Language Activities through
Listening - Speaking
Interpreting - Reading

Exploring - Discovering -
Testing - Classifying -
Categorizing - Generalizing -

Sharing - Trusting
Self-Understanding

CONTRIBUTES TO:
The Child's Personal Development
Self-Image
Broadening Interests
Extending Appreciations
The Child's Intellectual Development
Knowledge
Understandings
Generalizations
Concepts
The Child's Social Development
Attitudes
Values
Cooperation
The Child's Physical Development
Skills
Abilities
Body Control

LEADS TO THE BEGINNING OF:
Permanent Learning
Contributing to school -
family - community -
and the larger world
Economic Competence
Making Wise Choices

THE FIVE YEAR OLD

Although there are individual differences, it should be remembered that five year olds share many common characteristics, whether they are Eskimo children in the Far North, Choctaws in the Deep South, or five year old children anywhere on earth. They want to be grown up. Yet, they are still family centered. They seek affection and support from the persons with whom they feel comfortable and at ease. They are eager to be independent and to assume some responsibility for carrying out home and school tasks. They are beginning to be able to accept a little self-criticism. Feelings are close to the surface, and under stress a five year old may show signs of former infantile behavior. During these times especially, he needs to know that a trusting adult is there to guide and help him.

Fine details in daily routine situations rarely interest a five year old. He washes, dresses, eats and goes to the toilet by himself. However, dirt may remain near his wrists, shirts may be half buttoned, food may be gulped down in large bites or remain on his chin, and he may be so preoccupied with his play that he may have to be reminded to go to the bathroom.

Five year olds are physical beings. They live fully and intensely with their active feet and investigating hands. They seem to have boundless energy. They feel the need to practice repeatedly any newly acquired skills in their own way and at their own pace. Indian children seem to be particularly skillful in their use of small muscles. Their large muscle coordination may not be too well refined in the upper torso region. Each child is intently discovering the power of his own body and the concept of himself as a person.

This is a period of slow growth. Their bodies are lengthening, and their hands and feet are growing larger. Girls are usually about a year ahead of boys in physical growth. In most children hand-eye coordination may be poorly developed. Most children at this age are farsighted. Handedness has usually been established.

Indian children, like all children, need many concrete, direct experiences. They are grappling with the difference between reality and make-believe. In their individual ways they are trying to find out—how does this work? Why did you do that? Where did it go? When will you come?

In their earnest efforts to comprehend the puzzling world of people and things around them, they learn best through their senses: seeing, smelling, tasting, feeling and hearing. They want information. Many are beginning to use language to express thoughts. A number watch events from the sidelines and absorb meanings in their own way. Their play is purposeful and constructive, though often noisy and vigorous. Most fives like the companionship of other children for they are by and large sociable beings. Friends are important. yet at five, friendships may change quite freely as children attempt to develop ways of getting to know each other. During the first days of school when Indian children are faced with so many new persons, routines, and unfamiliar materials, they may appear unusually quiet and reticent. But as children become more comfortable, they begin to express themselves in new ways and discover new ways of sharing themselves and their materials with others.

Always each five year old needs to know that he is loved, respected, and valued as a person.

ARTICULATION OF EARLY CHILDHOOD EXPERIENCES

The time when the child enters the formalized school program is a beginning of a new experience for him. Yet the child has not lived in a vacuum in his early years. Whether he makes his initial entrance into Head Start, Kindergarten or the Beginners Class, he comes with knowledge, attitudes, and skills already formed within family and community. What he brings with him provides the teacher and staff of the kindergarten with much upon which to develop further curriculum experiences.

Building on what the child brings and extending the base upon which the following years of schooling will rest is fundamental to the kindergarten program. If the child has had a year of Head Start, the kindergarten staff can make some assumption about the child's relative ability to relate to a small group of children and to adults who are not of his family. A concern for extending the ways in which children can help each other and make use of the adult as a resource will become part of the curriculum.

Self-reliance and sharing ideas and skills with other children in appropriate projects will help lay the foundation for the more formal learning experiences he will have in future school years.

The Indian child who comes directly to kindergarten from his home and family needs a bridge which will help him make an easy transition between his two worlds. The curriculum of the kindergarten becomes the keystone of this bridge, whether the child goes into a

Beginners class or a regular First Grade. Several ways are available to help the child bridge between his two worlds: (a) the acceptance of parents and siblings in the classroom; (b) the use of the familiar mother tongue to introduce new concepts and give instructions; (c) moving with the rhythm and pace of the particular children in the group; and (d) creating an environment which reflects the culture and using artifacts which are familiar to his natural environment.

The child is moving from one set of experiences to another. Social Studies, Mathematics, Natural and Physical Sciences, Health, Safety and Nutrition, Aesthetic Experiences (Art, Music, Body Movement and Rhythms) all have their rudimentary aspects in the kindergarten. These simple beginnings lead into more complex understandings and skills and the urge to mastery at the individual's own unique level.

THE ROLE OF THE STAFF IN A COMPREHENSIVE EARLY EDUCATION KINDERGARTEN PROGRAM

Staffing patterns vary according to the unique needs of each school community. Despite variations, each staff works together and the members complement one another in a unified way. The most significant complementary relationship arises when there is the opportunity to utilize the children's mother tongue in the living-learning setting because of the presence in each classroom of at least one staff member who speaks the mother tongue.

Usually the following people will be involved in carrying through the comprehensive program.

The Principal
The Teacher
The Teacher-Assistant (Aide)
The Auxiliary Personnel (maintenance, food service, transportation, clerical service)
The Parent and the Community
The Supportive Services Personnel (health, guidance, psychological and social services)

The coordinated efforts of each person involved influence the probable success or failure of attaining the desired goals. Each staff member has a specific responsibility in line with his position which supports the work of every other member of the staff. For example, the principal is responsible for facilitating the implementation of the total program; the teacher and teacher-assistants are responsible for planning and carrying out the daily activities with the children. The parents and community communicate their concerns and hopes for the education of their children to the school staff and participate in helping to realize their hopes.

AS MEMBERS OF THE SCHOOL, THE KINDERGARTEN STAFF:

1. Work cooperatively with all members of the school staff.
2. Function on educational committees, at local, tribal, and/or state and national levels.
3. Belong to professional organizations.
4. Participate in making decisions about school policy.

AS MEMBERS OF A CLASSROOM TEACHING STAFF, THE KINDERGARTEN TEACHERS:

1. Have a sound philosophy of kindergarten education.
   a. Respect play as a child's way of learning.
2. Remember that each child is unique.
3. Are accepting and understanding of all kinds of behavior.
4. Provide a friendly, challenging classroom environment.
5. Plan appropriately for individual and small group needs.
6. Are imaginative and creative in their approaches to teaching.
7. Stimulate a child's thinking.
8. Recognize that formal instruction has little or no place in the kindergarten program.
9. Understand the learning process of young children.
10. Understand the local culture of each child and the ways of his people.
11. Help children to inquire, to discover, and to experiment as they learn for themselves.
12. Set realistic standards and limits.
13. Help the child as he grows in independence, self-reliance, initiative, and dependability to assume new responsibility.
14. Help each child to experience some success each day.

SIZE OF KINDERGARTEN GROUPS

(Addenda to Guide)

The BIA is committed to the principle that young children learn BEST in small groups where there is maximum opportunity for child--parent--staff interaction. For this reason BIA policy and funding of kindergarten groups with a MINIMUM of one teacher and one assistant (aide) is as follows:

Morning and afternoon sessions--15 children each
Full sessions--20 children

Plans for determining priorities in selection of applicants should be set up by the school in cooperation with appropriate agencies* to help assure quality education for the kindergarten children.

*See page 34, Objectives and Experiences

15. Foster continued communication between home and school.*
16. Understand that adjustment between home and school is a gradual process.*
17. Encourage positive attitudes for a healthy body.
18. Provide opportunities for aesthetic expression and appreciation.
19. Show consistency in their goals and in the standards they hold for young children.
20. Encourage the use of the mother tongue throughout the school setting.

A GOOD KINDERGARTEN PROGRAM IS EXPRESSED THROUGH THE KINDERGARTEN STAFF.

AS A PERSON EACH STAFF MEMBER:

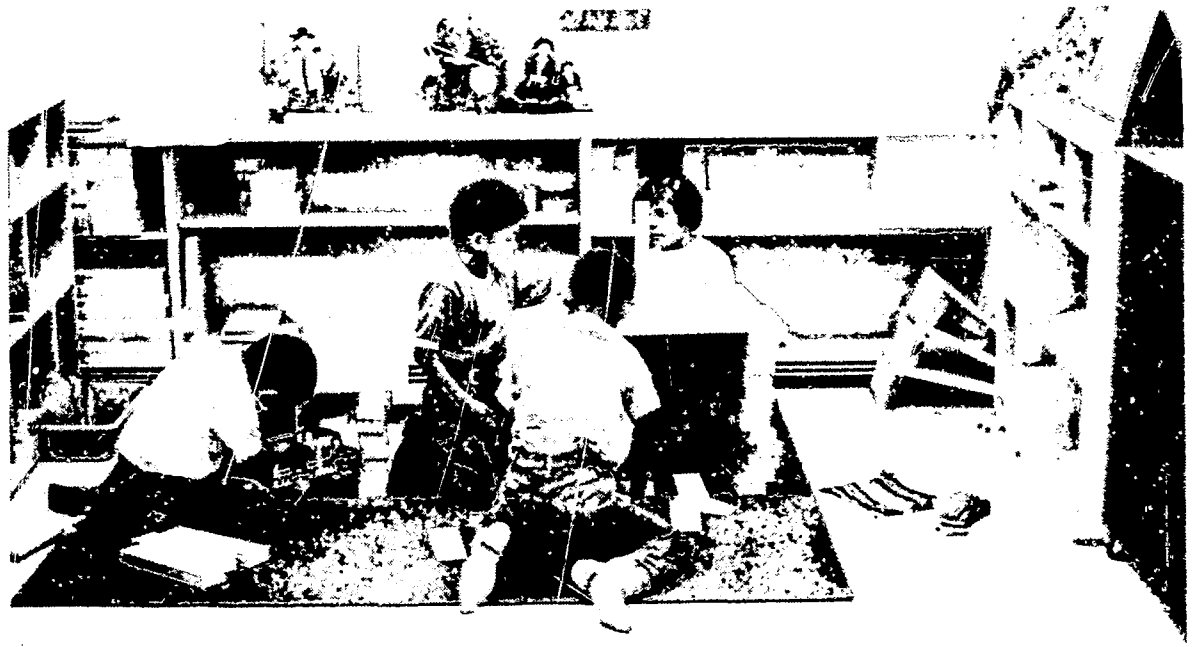
1. Has a positive view of self.
2. Knows himself, his abilities, and his limitations.
3. Maintains a high level of curiosity and of sensitivity to the needs of children.
4. Dresses appropriately for the kindergarten acitvities.
5. Enjoys working with young children.
6. Is open to change and to meet in positive ways the challenges of a new age.
7. Understands kindergarten children's interests and abilities.
8. Is well informed about current changes in education.
9. Gets along well with other people.
10. Has a sense of humor.

AS MEMBERS OF A COMMUNITY THE KINDERGARTEN STAFF MEMBER:

1. Involves the community in the life of the school room.
2. Makes a point of becoming well acquainted with parents.
3. Encourages parents and other interested persons to visit and become involved in the classroom.
4. Interprets the school program to the community in an understandable manner.
5. Is thoroughly familiar with the resources of the community and makes full use of them in the classroom.

* See section on Parent Involvement.









CURRICULUM EXPERIENCES

LANGUAGE AND CONCEPT DEVELOPMENT THROUGH CURRICULUM EXPERIENCES

Basically a modern kindergarten for Indian children is centered on two languages. Research reinforces the concept that the most fruitful way to help a child succeed later is to provide, during his early years, vivid, firsthand experiences that give meaning to words. This might be considered the primary function of the kindergarten that is set in the context of a bilingual and bicultural program. Therefore, the major overall goals in this context are:

1. Development of the mother tongue wherever possible for learning and problem solving.
2. Introduction and/or development of existing English skills.
3. Development in both languages of communicative competence and the ability necessary for cognitive verbalization.

Language plays an important role in our thinking processes. Thinking involves the mental manipulation of either mental pictures or words. As long as one need think only of concrete objects, mental pictures are probably enough. As soon, however, as there is a need for making generalizations and to reason from one abstract idea to another, thinking is done with symbols. Mathematical processes, social studies terms, and abstractions such as truth, courage, and love are not easily comprehended by mental pictures.

It may be seen, then, that language development is the basis of most learning and abstract thought. Words or language symbols become the tools one uses to form opinions, draw conclusions, acquire new meanings, and construct new principles in the mind. This brings us back to one of the primary functions of the kindergarten, which is language and concept development.

1. Children living in isolated communities consisting of predominately non-English speakers will have a curriculum emphasizing:

   a. the use of the mother tongue for conversation and introducing children to new experiences.

b. the creation of realistic situations in which children can use English easily.
c. the teahcers' acceptance of relatively nonverbal contact with the child especially in the first weeks of school.
d. cooperative planning between Indian- and English-speaking class staff members.

2. Children living in mixed communities will have a curriculum stressing:

a. the free use of the mother tongue by children with little or no English.
b. the setting up of realistic play-life situations based on familiar, real-life activities (trading post, post office, play ground.)
c. the teachers' arranging opportunities for bringing to the child's attention similarities in sounds of the child's native language with those in English.*
d. use of English words and sentence order through songs, word games, finger plays, dramatizations accompanied by pictures and illustrations.*

3. Children living in predominately English-speaking communities where a variety of other languages may be spoken may have a curriculum which provides opportunities for:

a. facility in the use of the English language for communication and thinking.
b. refinement of English language usage.
c. the introduction of native Indian languages through their use in specialized settings such as songs, games, plays, dramas and dramatizations, and historical re-enactments.

* See Appendix A - "Suggested Activities to Increase Language Power"

Understanding does not come from dealing with words alone. Instead, it comes from dealing with the things and the events for which the words stand. Each new experience creates new requirements for language. The vocabulary and concepts of space and flight differ from those of music. Those of the trading post or sheep herding differ from those of the school or clinic. Growth in language comes not so much when children tell what they have seen or done as when they have to analyze and interpret their new experiences, to look for common elements, to make distinctions, classifications and generalizations about those experiences.

In the kindergarten, the total program is closely related to activities growing from the ongoing interests of children. Indian children, growing up in bilingual-bicultural homes need to have aspects of the familiar reflected in the activities of the classroom. Appropriate content is drawn from mathematics, science, health, literature, music, art, and social studies in helping each child grow in understanding and appreciating his world. The environment he knows, from the land of ice and snow to the dry grasses and buttes, provides appropriate content for the kindergarten curriculum.

THE DEVELOPMENT OF SOCIAL LIVING CONCEPTS

The social living program for Indian children grows out of the various aspects of his home, his neighborhood, and the school life of the two worlds in which he lives. Basic concepts are also drawn from the various disciplines in the sciences and they are translated to fit the kindergarten child's level of ability to understand.

Together these form the specific goals of the social studies program. Through the many experiences arranged by the kindergarten staff, the children learn:

a. the politics of decision making
b. cooperative group life as recorded by sociology
c. ways of getting along with each other as defined by psychology
d. sharing and using the available materials of the classroom which serve as an introduction to economics
e. his own roots in the culture of his people which is history.

THE DEVELOPMENT OF SOCIAL LIVING CONCEPTS

I. Discovering self in relation to family, school, and community

OBJECTIVES

a. To realize that he holds an important place in his home and his school group.

b. To realize that he has a contribution to make to his family and to his classmates.

c. To become aware that his behavior affects the atmosphere of the classroom and the behavior of the others.

EXPERIENCES

1. Make it possible for the child to have meaningful tasks to perform in the school setting—preparing food, setting the table, preparing classroom materials, helping to clean up.

2. Help the child appreciate the importance of his presence as a member of the group; of the way he helps, for the way he carries out his responsibility (call the child by name), let him complete selected tasks in his own way at his own pace; display his work in prominent places.

3. Reinforce positive behavior through talking with him and including him in activities; communicating with him through gesture, a pat, a smile.

II. Exploring the environment: home, school and community

OBJECTIVES

a. To explore the classroom.

b. To explore the school and become acquainted with the people in it.

c. To explore the area immediately surrounding the school.

d. To become aware of the expected patterns of behavior of the school.

e. To explore the larger community.

f. To become aware that there may be similarities as well as differences in people and their behavior.

EXPERIENCES

1. Give children opportunities to have full access to materials and equipment in the classroom so that each may choose activities according to his own interests and have experiences with other children in leading and following in the play activities — housekeeping corner, blocks, carpentry, library area, and dramatic play.

2. Arrange for short trips for small groups of children through and around the school, visiting the boiler plant, the nurse's office, the principal's office, and other classrooms; observing use of the typewriter, the intercom system, filing cabinets, the adding machine, the telephone, the heating equipment, the scale for weighing, etc.

3. Replicate celebrations in which children and their families are involved according to local custom and character.

III. Extending knowledge and understanding of the child's environment: home, school, and community

OBJECTIVES	EXPERIENCES
a. To understand how his family provides food, clothing and shelter.	1. Invite visitors from outside the local area to visit the school in order to share their backgrounds of information.
b. To understand the need he and his family have for enjoying pleasurable pursuits.	2. Arrange for the use of audio-visual materials—films, tapes, pictures, books.
c. To recognize the roles of the many people who work together as a staff.	3. Take short trips to local historical points of interest and to modern technological centers when possible.
d. To recognize the roles of the key community people with whom he and his family may be involved.	4. Play games, sing songs, and participate in activities of children who are different than are usually part of the majority group of the locale.
e. To become familiar with children and their families who may live in the community and elsewhere who are unlike his own family.	

THE DEVELOPMENT OF MATHEMATICAL CONCEPTS

The curriculum guide for the kindergarten for Indian children is language centered. However, the mathematical objectives listed below reveal how the development of mathematical concepts is also an integral part of the child's continual growth in language.

It is more meaningful for children to have many opportunities to explore, experiment, and discover their environment than to spend time in rote memorization or mechanical computation. The kindergarten teacher needs a background in mathematics and an ability to understand and work with children in order to design a complete program for her group and to integrate the program as much as possible into larger activities. The teacher plans games, experiences and activities to enable children to learn the desired concepts.

I. To begin to understand number concepts

OBJECTIVES

a. Counting (1 to 10).

b. Recognizing ordinal position (first, second, third).

c. Recognizing written numerals (1 to 10).

d. Reproducing cardinal counting by abstract symbols or numerals.

EXPERIENCES

1. Set tables for lunch, breakfast, or snack. At first teacher puts correct number of chairs around each table or the correct number of cups, spoons, etc. Child places them in position. When child knows about numbers, the teacher can tell the child how many places need to be set for each table. Still later in the year she can put the numeral on paper and place it on the table according to the direction.

2. Sing songs and use finger plays for counting to 10.

3. Capitalize on all opportunities for counting, such as counting while putting blocks away; setting and clearing easel of paint jars; counting scissors and other objects during work and play, counting sticks and stones.

4. Make picture, work, and numeral-recipe charts for cooking, planting, setting table, etc.

II. To begin to understand the set concept

OBJECTIVES

a. One to one correspondence.

b. Set as a collection of objects.

c. Sorting and classifying collections (sets) of objects.

d. Quantitative comparisons of two sets by visual inspection (no reference is made to number, matching, or content).

EXPERIENCES

1. Classifying through sorting—articles brought in from environment: stones, rocks, leaves, bark.

2. Counting children and playing a game in which they match boy to boy, girl to girl (pairs of clothing items, such as, shoes, socks, moccasins).

3. Matching clothes, boots, mittens—things that go together.

III. To begin to understand geometric concepts

OBJECTIVES

a. Shapes.
   - Square
   - Circle
   - Rectangle
   - Triangle

b. Ordering according to size and shape.

EXPERIENCES

1. Free play at flannel board with varied colored felt shapes.

2. Matching games and form boards reflecting shapes and sizes.

3. Collage pieces of different textures for pasting; matching size, shape, and textures.

4. Make cookies using variously shaped cookie cutters.

IV. To begin to understand basic operations

OBJECTIVES	EXPERIENCES
a. Addition (informal).	1. Block play—staff helps children see the relationship between units—double units and quads.
b. Subtraction (informal).	2. Dramatic play (store and trading post). Arrange for quantities of empty cans and food cartons for play buying and selling.
	3. Table setting. Children count number of people at their table and match utensils and dishes; a child tells teacher the number of children for whom materials are needed; children report number of items or objects missing from full complement of materials needed at table.

V. To begin to understand concepts of measurement

OBJECTIVES	EXPERIENCES
a. Linear.	
1. line-point	1. Collage with glue, string, yarn, paste.
2. shorter-longer	2. Carpentry with pieces of wood of different lengths, thicknesses, and shapes.
3. farther-nearer	3. Block play—reenacting railroad, wagon train, map making.
b. Volume.	
1. cup	1. Make jello and pudding for small and large groups of children.
2. pint	2. Prepare fruit juices in class.
3. quart	3. Arrange containers of different volume for use in water and sand box play.
4. gallon	
c. Weight.	
1. heavy-light	1. Teacher's interpretation during sand box and water play.
2. pound	2. Weigh children on regular scale.
	3. Weigh specific quantities of food.
d. Fractional parts.	1. Dramatic play and cooking.
1. whole	2. Science demonstrations.
2. one half	3. Block play—using correct names for size and shapes of blocks—quarter, half, full and double units.
3. one fourth, one quarter (optional)	
e. Time.	1. Plan daily schedule.
1. early-late	2. Plan for trips and special visitors and events.
2. day, week, month, year	
3. hour	
4. yesterday, today, tomorrow	
f. Money.	1. Teacher's interpretations during dramatic play.
1. names of coins	2. Have real money available.
2. values of coins	3. Take field trips in small groups for actual purchasing of foods and materials.
3. barter, pawn	

VI. To begin to understand positional relationships*

OBJECTIVES

a. under
b. on top of
c. above
d. behind
e. in front of
f. in the middle of
g. between

EXPERIENCES

1. Natural conversation with children
2. Bus trips and field trips
3. Informal game playing
4. Block play and dramatic play
5. Make sandwiches
6. Make jello with bananas or other fruit placed on top of jello

* These are, of course, language concepts as well as mathematical.

VII. To begin to use quantitative concepts

OBJECTIVES

a. size
   1. big-little
   2. larger than and smaller than
   3. longer than–shorter than

b. quantity
   1. many – few
   2. more – less

EXPERIENCES

1. Block play
2. Collage – creative materials
3. Mealtime

THE DEVELOPMENT OF NATURAL AND PHYSICAL SCIENCE CONCEPTS

In a curriculum guide focusing on Indian children in kindergarten centered in a bilingual and bicultural context, natural and physical science concepts are drawn from the familiar events and materials with which the child lives and extend to the significant discoveries in the larger world.

Specific objectives which can be achieved through the kindergarten year show the importance of language for thinking and analyzing general knowledge about the natural and physical sciences.

From the children's interests and questions and what the teacher already knows about what can be achieved, the science program develops. In the kindergarten setting, science materials, demonstrations, and experiments are presented as simply as possible and a few at a time. This gives each child the opportunity to explore, experiment, discover, and arrive at conclusions for himself.

The kindergarten staff has the responsibility for stimulating and encouraging the child's natural curiosity to use all of his senses and to help him develop a questioning attitude.

I. To organize what he already knows about living things with which he has had experience in his daily life.

OBJECTIVES

a. Begin to be aware of the different life forms in his own environment.

b. Begin to recognize changes in plant color, size, texture, and shape.

c. Begin to classify similar groups of living things; i.e., trees, shrubs, flowers, vegetables, fruits, etc.

EXPERIENCES

1. Plan and prepare jars and containers for collections of insects and plants that can be found in the immediate outdoor environment.

2. Plan with children for a walking neighborhood field trip to observe and collect natural plant life such as lichens, mosses, and grasses, and insects.

3. Plan for small group observations and discussions about what was collected. Have the children name local plant and animal life in the mother tongue.

4. Invite science experts in school and community to help identify unknown plants and insects. Library books are also a resource.

II. To begin to be aware that living things need daily care.

OBJECTIVES

a. To help children see the need for
   1. appropriate shelter
   2. cleanliness of the shelter
   3. choosing the appropriate food

b. To help the children understand the need plants have for adequate light, water, and air.

EXPERIENCES

1. Plant some seeds in such various media as earth, sand, water, and cotton (pinto beans, lima beans, string beans, grapefruit seeds). Demonstrate and observe what happens.

2. Bring domestic pets, lamb, cat, dog, goat, etc., so that children may have the opportunity to encounter at firsthand living animals.

III. To observe how animals and plants adjust to seasonal changes.

OBJECTIVES

a. To understand how animals prepare themselves for winter—by storing food, growing heavier pelts and changing color—also hibernation.

b. To understand how plants and trees are affected by changes in temperature, drought, and lack of sunshine.

EXPERIENCES

1. Take small groups of children on short trips to observe animals in their natural habitat.

2. Use illustrated stories, film strips, and pictures which show animals at different seasons of the year.

3. Involve children in relating observations of animals to rest of class.

IV. To understand on a beginning level that matter changes form.

OBJECTIVES

a. Begin to note the weather cycle—rain evaporation, cloud formation, rain, hail, sleet, snow.

b. Begin to understand that air is around us and that when it moves it is wind—living things need air to live.

c. Begin to understand that sound travels—that many things make sounds.

d. To note form changes in other substances.

EXPERIENCES

1. Take small groups of children on short walks to observe the weather of the day and to note differences over a period of time.

2. Give children pieces of cloth that they can hold in the wind and watch the wind lift and swirl it about.

3. Have children take a piece of paper and fan themselves to feel the wind on their faces and to note that wind is air in motion.

4. Have children listen to and experiment with a variety of sound-producing materials—drums, triangles, rattles, rhythm sticks, etc.

5. Have children make sound boxes with sand, gravel, pebbles, marbles, etc.

6. Plan food experiences which allow the child to observe food changes: apple juice—solid pieces to liquid; applesauce—solid pieces to semi-liquid; banana—green to yellow-ripe.

DEVELOPMENT OF HEALTH AND SAFETY CONCEPTS

The major aim of a health program is to produce sturdy Indian children with optimum mental, emotional, social, and physical health—children with energy and enthusiasm for life's activities, children with good attitudes about themselves and others—all within a safe and healthful environment which fosters and maintains the children's well-being.

Health education should be practical and based on the problems which the child faces in his daily living at home, school, and in the community.

In the kindergarten classroom with the help of teachers and nurse, children learn to respect and use their bodies; to gain knowledge of the importance of good health habits including rest, good food, and exercise, as well as basic rules of safety, and to incorporate them in their daily living.

The kindergarten teacher should be aware of differences among children in mental and physical needs. Like many other parents, Indian parents may not always understand developmental stages of child growth. Interaction among parents, teachers, and health personnel may be necessary before there is an understanding of these stages and an acceptance of them.

Health education in the kindergarten gives the child an opportunity to develop positive attitudes toward health which he can apply to his own behavior, and helps the staff to become more aware of necessary differences in approach to the health of Indian children.

OBJECTIVES

a. To learn to have respect for his own bodily needs.

b. To associate health practices with personal comfort and well-being.

c. To learn how to care for his body—to be aware of aches, pains, fatigue, over-excitement, care of minor cuts and bruises.

d. To learn good health habits.

e. To develop rapport with and trust in medical personnel.

f. To learn to use equipment safely indoors and outdoors.

g. To learn how to maintain safe habits while riding in the bus.

h. To learn how it leave the classroom in case of emergency.

i. To learn how to handle animals safely.

EXPERIENCES

1. Make toilet facilities available so child can use them easily and with a minimum degree of direction (showing children where toilets and sinks are, encouraging them to flush the toilet and wash hands after using it).

2. Make it possible for the child to escape comfortably from continuous exposure to total group. (Nooks and corners in the classroom and play ground; arranging for reading and rest corners where children may be alone; eating in small groups in a relaxed unhurried atmosphere).

3. Invite the nurse, doctor, and dentist into the classroom to talk with the children and give them the opportunity to handle and try out some of the medical equipment; to ask questions; and to act out the process of immunization, the treatment of splinters, cuts and bruises, and the care of teeth.

4. Visit the various offices of nurse, doctor, and dentist to

(experiences, continued)

become acquainted with the medical personnel and their equipment.

5. Help child learn how to blow his nose correctly (hold tissue over bridge of nose without closing off either nostril and gently blow); to turn head aside when coughing or sneezing, and not put mouth down on bubbler of the drinking fountain.

6. Provide dramatic play materials associated with health, such as stethescopes, flashlights, tongue depressors, dolls, beds, doctors' bags, nurses' caps.

7. Supervise children as they handle carpentry tools, scissors, and sewing materials, ladders, climbing apparatus, jumping boards, boxes and barrels.

8. Dramatize riding the bus.

9. Practice exiting from classroom with mock emergency situation.

10. Give children practice in picking up, holding, carrying, and stroking animals.

THE ROLE OF THE FOOD PROGRAM IN THE KINDERGARTEN CURRICULUM

The child's body is the most important and complex machinery he will ever possess. How well it functions depends to a large extent on the quality and quantity of the foods he eats. Kindergarten children need foods that will help them grow, that will build muscle, bones, blood, and sound teeth. They need foods which will help them stay well. At this age children use tremendous amounts of energy in running, climbing, and jumping.

In addition to the nutritional aspects of the kindergarten food program, there is a vital role played by the adult because of his influence upon how the child feels during meals. The child's attitude toward food is significantly influenced by the adult's own attitude toward food and eating. Eating a meal with his peers and an interested adult, in a small group at a child-size table, usually provides a setting where he can feel comfortable. An interested and relaxed attitude toward eating makes it possible for children to enjoy mealtime.

The use of foods and food preparation in the classroom cuts across virtually all areas of learning. One of the very basic things it allows is the free flow of conversation and the asking of questions because of the already established familiarity with foods. In addition Mathematics can be illustrated through the various ways of measuring ingredients and portions for serving; Science concepts can be learned through the transformation of materials: liquids to solids, solids to liquids, and changes of texture through cooking; Language, of course, is involved throughout the food experience in that labels, color, size, shape, etc. are involved. Another extremely useful, actually crucial, aspect of the food program is the opportunity it provides for the development of Social Competency in the children. For example, handling equipment, sharing in the mixing of ingredients, setting the table, and serving the food are all important social skills which children can learn.

The joy of an attractive table with colorful foods arranged on plates can give not only the much desired bodily nourishments, but it is part of an Aesthetic experience as well. Color, texture, and the shape of foods affect the eye and mouth in a pleasing fashion and nourish the soul as well as the body.

Cooking in the kindergarten has many important features. One of the earliest satisfying experiences children have with their mothers centers about eating. To help children in their transition from the familiar home setting to the school environment, cooking is a major building stone for constructing the bridge.

THE ROLE OF THE FOOD PROGRAM IN THE KINDERGARTEN CURRICULUM

1. To develop good eating patterns and attitudes through satisfying experiences with food.

OBJECTIVES

a. To learn to eat a variety of wholesome foods.

b. To find pleasure in eating.

c. To appreciate mealtime as a time for companionship and interaction with others.

d. To master simple mechanics of eating.

e. To develop an interest in preparing simple foods.

EXPERIENCES

1. Child has an opportunity to select foods which vary in color, variety, flavor, and texture, and to serve himself from family style bowls as he sits at a table with several other children and a staff member who eats with the children.

2. Children eat in an unhurried, pleasant, friendly, and relaxed atmosphere. Conversation about children's interests can take place with the other children and the adult.

3. Children use small utensils such as salad forks, teaspoons, and butter spreaders for knives. Eight inch salad plates hold sufficient quantities of food for young children. Six ounce cups or glasses are adequate for liquids. Children pour their own milk or juice from small pitchers with lids.

4. Children take responsibility for setting tables, passing food, and cleaning up with support and assistance from the staff.

GROWTH IN AESTHETIC APPRECIATION

In the language-centered curriculum, the most universal language is that of music and bodily movement. Words may come slowly, particularly to the child who is trying to express himself through two separate languages. The creative media can serve as important non-verbal forms of communication. The products of creative activities may pave the way to broader communicative power.

Through the aesthetic media each child can find personal freedom and refreshment. The kindergarten staff utilizes many methods for arranging creative activities depending upon the unique experiences the Indian child brings with him to school.

The four main purposes of aesthetic experiences in the bilingual and bicultural kindergarten program are:

1. To broaden the Indian child's perceptual awareness of the total environment.
2. To provide opportunity in many creative activities to encourage growth.
3. To help children develop in their own way.
4. To express the joy of exploring, experimenting, discovering, and creating through a wide variety of aesthetic experiences.

I. To try out the things in his environment.

OBJECTIVES

a. To try a variety of art media.

b. To explore the variety of sounds that natural objects make.

c. To experiment with using his body freely in space.

EXPERIENCES

1. Daily arrange at least three centers which will invite children to use raw materials such as clay, several forms of tempera paint, and wood and glue as well as carpentry, soap painting, collage, and wet colored chalk.

2. Have available a variety of sound producing objects such as gourds, sound boxes, rattles, sticks, stones, pine cones, etc.

3. Put on a record or beat a steady rhythm using a percussion instrument and encourage children to move with the sounds. This can be done indoors or outdoors.

II. To increase skill in handling expressive materials

OBJECTIVES

a. To increase the complexity of the content of end products.

b. To sharpen skills in listening and differentiating sounds.

c. To develop more intricate patterns of body movement.

EXPERIENCES

1. Provide the basic experiences through field trips, books and other resources and provide a wider range of appropriate material.

2. Have a child recognize the song and repeat the rhythm through tapping, clapping, and humming.

3. Make available tonal bells, tone blocks, grated shakers and musical selections.*

4. Plan for experiences which will heighten the child's sensory awareness for reproduction in bodily movement—following up short field trips where child has experienced stormy winds and rains and acts out the experience in rhythmic movement.

5. Have child observe the movements of domestic animals and reproduce the movements.

* See Appendix A

III. To feel the sense of joy in personal mastery.

OBJECTIVES	EXPERIENCES
a. To plan and produce a conceptualized product.	1. Discuss with teacher and/or peers a product and define its limits and carry out to successful completion—making a boat, building a sled, making a kite, making a clay bowl, building a corral, etc.
b. To enjoy singing a song with confidence.	2. Provide opportunity for small groups to sing together and elicit from the children their favorite songs which they know they can sing.
c. To sense the grace and power of more complicated body movement.	3. Give the children the appropriate materials and musical selections to encourage and stimulate original and creative body expression. *

* See Appendix A









SUPPORTIVE SERVICES

PARENT INVOLVEMENT IN THE BILINGUAL KINDERGARTEN PROGRAM

The comprehensive kindergarten program involves parents in a way only recently attempted in this country through the Head Start Program. Parent involvement is important because the child's sense of security is rooted in his family and he needs close contact with an emotionally significant adult for varying lengths of time as he moves out to the world of school. The teaching staff can gain from the family information which will assure a smooth transition from home to school. Parents who participate in the early educational programs of their children generally understand better what the school is doing, feel that the school is genuinely interested in their children, and learn ways to help in the educational process.

Since the purpose of the kindergarten program, by its very design, is to assure success in current and future learning, it is important that each parent understand his role in the comprehensive program.

The presence of some parents in the classroom each day reminds Indian children that their people are important, that what they have experienced at home is valued, and that Indian life and language will continue. Thus parents can assist the teacher by showing her the importance of certain Indian artifacts, such as the loom for the Navajos, by using the child's first language with him, by sharing information about the local cultural patterns, and by following the teacher's wishes for helping in the classroom.

The teacher and the teacher-assistant can help parents, either singly or in small groups, understand how each is important, i.e., by helping the child move toward self-direction in the classroom. The parent can (1) read or tell stories; (2) carry on individual conversations; (3) make equipment and augment the store-bought play materials with stuffed toys, hobby horses; (4) be an interested fellow eater at breakfast, snack-time, and lunch so that all the adults in the classroom eat with small groups of children; (5) accompany the children on the bus to and from school and on field trips; (6) interpret what the child is trying to convey when he speaks in his mother tongue and repeat the thought or word in English if possible so that the child will be helped in both languages: (7) prepare significant local food such as piki or fry bread; (8) move into small groups of children as the teacher directs, to supervise, re-direct, or enrich the activity.

The parent must be looked upon as a learner in the teaching process. Under the guidance of the regular teaching staff, a cadre of parent-teachers can be developed if:

1. the staff realizes each parent is knowledgeable about Indian life.
2. accepts each parent where he is and helps him learn the ways of being of value in the classroom so that the children learn to the maximum of their capacity.

By encouraging parents to visit and participate in the kindergarten program, the staff will:

1. Enhance the child's self-concept as he sees a member of his family welcomed by the school.
2. Gain helpful information about the child's early history, including his likes, dislikes, living habits, talents, and desires.
3. Help the parent grow in objectivity as he sees the child in a new setting with a group.
4. Provide an opportunity for the parent to work with other children under staff guidance.
5. Facilitate parents' understanding of the task of the school so that the family can join the school in producing another permanent learner.

OBJECTIVES

a. To create an opportunity for the child to see his parents and teachers together.

b. To provide an opportunity for parents to share with the staff their knowledge and hopes about the children's school experience.

c. To involve the parent in the ongoing daily kindergarten program.

d. To incorporate the basic family culture into the planning and implementing of school program.

e. To interpret the activities of the children in the program and to enable the parents to relate to the staff how their children are growing and learning while in school.

EXPERIENCES

1. Make parents feel at home and welcome by providing seating and meaningful jobs.

2. Facilitate participation by providing transportation and interpreters when necessary for parents and other members of the family.

3. Through home visits, formal and informal talking, and sharing information,the teacher learns about the child and his family.

4. Facilitate participation of the parents in the classroom through carrying out special activities such as cooking, reading stories, story telling, making learning materials, going on field trips with the children, etc.

5. Encourage the parent to bring to school those things which have significant meaning to the child and his family– such as native costumes, arts and crafts, tribal foods, seasonal songs and dramatizations.

6. Plan time for parent and staff to share with one another their mutual concerns. Parents are people who have a variety of interests and needs apart from those of being the parents of a kindergarten child.

7. Plan field trips for and with parents.

8. Plan a community evening in accord with local customs and traditions.

SUPERVISION FOR IMPLEMENTATION OF THE BILINGUAL KINDERGARTEN PROGRAM

Supervision as educational leadership is the concept basic to the role of the principal and the education specialist. Working toward the achievement of agreed upon educational goals is the function of supervision. Constantly searching for better ways to advance the purposes and smooth operation of the kindergarten program makes the role of the supervisor a key one in coordinating and integrating all of the facets into the curriculum: Health, Guidance, Social Services, parents, and community.

Helping teachers to organize the classroom and think through the many parts of the program is one of the ways the superivsor assists in the initiation of new programs. By maintaining a climate of experimentation, flexibility, and safety to make mistakes, the staff is aided in carrying out the new ideas desired in a program. Acceptance of the contributions of the staff as they see need to modify original planning creates opportunities for better feedback and stronger commitment to the program. Involvement of the staff in evaluating the outcomes of the program serves as a basis for further planning and innovations.

New ideas for kindergarten programs seem to take root better if parents and community take part in the original planning. Innovations relating to organization, methods, and content of the curriculum require careful exploration with and explanation to the parents of the young children in the program so that the program's purposes and goals may be fully understood. Involvement of the parents on a continuous basis helps both the community and the staff reach the goals they desire. Principals and education specialists are the key liaison people to bring the staff and parents into necessary and comfortable working relationship.

Supervision has the further task of inspiring staff members to continually develop their skills and their own unique qualities of teaching. Principals and education specialists together with the kindergarten staff develop a program for ongoing education. Important parts of this in-service program are awareness of new information in regard to content areas, knowledge of new ways of working together, and new concepts in learning-theory.

Understanding of the place the content introduced has and the meaning of the activities developed to help the children acquire control over this content in relation to the First Grade becomes a concern of the total staff of the school. Articulating the experiences children may have for learning and growing from Head Start through kindergarten and into the primary grades is of major concern to the principal and total school staff. In-service programs can clarify and enhance the meanings and soundness of the activities proposed.

OBJECTIVES

I. To help initiate a comprehensive bilingual kindergarten program.

EXPERIENCES

1. Establish meetings of principal, kindergarten staff, education specialists, selected members of the local community, and parents for initial planning of objectives and scope of program. This group could form the nucleus of a functioning Parent Advisory Committee.

2. Have time prior to opening of school for staff to meet and to plan the opening weeks of school, select specific materials and equipment, organize activity zones in the classrooms and store supplies which are accessible to teachers and to children, outdoors as well as indoors.

II. To assist staff and parents in developing meaningful working relationships.

III. To sustain the kindergarten program as it serves children and their parents throughout the year.

IV. To assist teachers in maintaining a balance in the curriculum and incorporate all of the comprehensive services.

V. To develop a significant in-service education program through regular staff meetings. (Daily for kindergarten staff, weekly for groups of teachers, monthly with principal and/or education specialist and intermittently with consultants.)

VI. To assist staff in developing evaluation procedures.

3. Arrange for staff and parents of the kindergarten children to meet with representative members of the various components of the comprehensive services (Health, Guidance, and Social Service) prior to the opening of school or shortly after school opens.

4. Involve in the classrooms as visitors or for participation in the program selected community representatives and parents of the kindergarten children. Size of room, teacher's experience in working with parents, and familiarity of the teacher with the native language determines the number of parents that can be absorbed meaningfully and comfortably into the classroom activities on any one day. Establish a "Parent Room" where parents may meet together by themselves, or with invited guests to speak to them; to sew, make dolls and construct equipment for the kindergarten class; where the teachers may have close contact with the parents.

5. Encourage parents to join class on both short and extended field trips; to supervise small groups of children in work and play activities; read and/or tell stories; and share songs and activities of native culture in both the mother tongue and English.

6. Organize regular meetings of staff and parents to talk about the activities of the program, to analyze the behavior of individual children, to plan for their growth and learning, to incorporate parents' and staff suggestions into the program for experimentation, and to evaluate the effects of the activities on the children's enjoyment of school. Other meetings are planned to discuss ways of helping staff work efficiently together and to resolve interpersonal difficulties.

7. Plan regular staff meeting of kindergarten and primary teachers and assistants to discuss the activities introduced into the kindergarten curriculum to insure articulation and expansion the following year. Share ideas and things-to-do, modify and re-organize the curriculum experiences to enhance children's learning opportunities.

8. Organize regular meetings to include personnel representing the comprehensive services so that staff can use information reported and thus gain insight into how to help children and their families use these services. Arrange for appropriate times to introduce these people into the classrrom and to administer services.

9. Organize an ongoing in-service program planned cooperatively by principals, education specialists, and staff around the concerns, interests, needs, and problems of the total kindergarten program.

10. Invite consultant help to observe the program and to share with the staff and supervisors new ideas, innovations, and information from results of current research in education and learning theory.

11. Help teachers develop their own unique and personal teaching styles by encouraging experimentation, sharing ideas and feelings with other staff members (set up encounter groups, and individual conference time) encourage attendance at workshops and in-service sessions.

12. Arrange time and have on hand models of evaluation procedures for teachers to analyze and from which to choose what is applicable to their own situations. Encourage teachers to keep 1) information and 2) anecdotal records current on each child so that growth charts may be developed.

SOCIAL SERVICES IN A COMPREHENSIVE EARLY CHILDHOOD KINDERGARTEN PROGRAM

A comprehensive social service program is a family-centered program, not just education for the child. In regard to education, going back to its Latin root, educo means to lead out of the person that which is within him. It does not mean to fill up as one fills up a jug. With this idea in mind, we can better see education's relatedness to a family-centered program. In such a program the social services should serve as the kind of mortar one puts around bricks to hold them together and thereby construct a wall. Social services are those integrative activities in the kindergarten program which tend to hold the whole wall of family living together, to support it and strengthen it. We see the social services intermingling and bringing together activities of specialists which tend to strengthen the family as a unit: the health needs of the child, the teacher, the community and its concern for the child and his family. The social service needs of the child are in reality community needs. Working with parents in all programs is of highest priority in the social services.

We have a tremendous task in learning about human relations and mental health: the kindergarten program for the child before he enters formal school represents an opportunity for him to learn how to live, how to get along with other people, with his peers, with his parents, with other adults and with those in authority. This requires a sense of self-direction and the self-esteem and sensitivity to others essential to the achievement of positive mental health. This is an area where the social worker can be helpful—getting people to communicate with one another. The social worker can help the staff which is working with children and families to understand each other. Parents are essential in any child development program since it is within the family that the child first learns how to regard himself and develops his own self-image. How people look at him as he joins other groups is related to the image which he developed in his family, an image which he carries as an essential part of his personality. It makes no difference how poor or ignorant parents may be, they are his parents, members of his family. The social worker understands this development. Staff must confront this situation and learn to work with parents.

There are other things that are important in terms of social services in a child development program. Graduate professional social workers who have studied subjects about human behavior could be helpful in the development of the curriculum for the daily activities of the children. There are observations about individual children and the small group which would be helpful to the teacher in building the curriculum.

The social worker can serve as a resource person for the staff and come to know more about the families and the community. His knowledge about social and cultural differences can be translated into activities within the kindergarten.

The social worker in planning for the development of the program can help bring about positive human relations on the staff level as well. The social worker can also help in both preservice and in-service training of the social service aides and in training members of staff and volunteers.

Social services make a contribution to one of our primary concerns: Where are we going with these kindergarten programs for young children? The whole meaning of these programs can go back to the Chinese pre-Christian era philosopher, Laotze, who said, "It is when the people can say we have done this ourselves that you really have good leadership." That is where we are going. The time has come for reconsideration of social services in terms of really helping people do things for themselves, to learn for themselves skills by which to live in this complex world. Social service persons and other professionals can help with this by training people so that knowledge and wisdom can be a resource for the everyday man and child. Not only are there things that families can do for their children, but they are in a position to teach others these skills. Perhaps we could share our technology and know-how about community services with the common man. Developmental provisions are necessary for growth. Creative leadership must be found to mobilize them for social service.

Excerpts from statements of Dr. Ira Gibbons, Director, Social Services, Project Head Start OEO at BIA Conference on Early Childhood Education, Albuquerque, New Mexico, March, 1968 and NAEYC–BIA Kindergarten Training Program, Dilcon, Arizona, July, 1968

DEVELOPING A COMPREHENSIVE SOCIAL SERVICE PROGRAM FOR THE FAMILY

The social service component of the family centered bilingual kindergarten aims to provide experiences which will build strong healthy persons, not only physically but also mentally and emotionally.* This means a plan needs to be developed to guarantee each family member an opportunity to become a helpful, contributing person who contributes to family, school, and community life.

Social service as a family centered activity seeks direction from the community social service agencies. The program would be so designed as to ensure aid for families who need help to remedy or alter deficiencies and to lessen pressures and stresses.

As the family unit is strengthened, opportunity is expanded for the family members to become educational resources for children in the family. In order for such a social service program to evolve from the kindergarten, the specific goals are:

1. To promote family interest and understanding of the school goals.
2. To promote family involvement in the education program and activities.
3. To promote school interest in and understnading of family and community goals.
4. To promote community involvement in education ranging from the neighborhood to institutions in the wider community.

* See appendix - Social Service

OBJECTIVES	EXPERIENCES
I. To promote family interest in understanding of school goals.	1. Plan for a variety of ways in which the parents may assist in the classroom. Refer to section on Parent Involvement.
	2. Encourage the teaching staff to work closely with the social worker to be sure of a clear understanding of each other's roles and objectives so that well-established plans may be made.
	3. The social worker should be available to give information to families about community resources and how to use them. He is responsible for referrals and continuity in care when a variety of services are needed. The kindergarten teacher should be informed about the plan for any of the families in her group.
II. To promote family involvement in education in the educational program and activities.	4. The social worker should plan to observe and participate in the kindergarten program so that he knows the child and his family in the school setting as well as at home. This helps the child and parent to know better the social service staff member.

OBJECTIVES	EXPERIENCES
III. To promote school interest in and understanding of family and community goals.	1. Social worker should consult with teaching staff about the individual child's educational, social, and emotional problems and provide information about home conditions and social environment. The teacher also brings information about the child at school and, if she has visited the home, about the home; and together the two plan ways of solving the problem.
	2. Social worker should gather and record relevant information about the needs of the children and their families together with the nature of the social service staff activity for providing help. The information should be available to teaching staff and administrators as well as the social service staff members.
IV. To promote community involvement in education ranging from the neighborhood to institutions in the wider community.	3. Social worker should mobilize community resources to provide for adequate housing, food, clothing, and income maintenance where these are lacking in the family.
	4. Social worker should assess the conditions in the community environment which have implications for the school program. This report should be used for basis of planning the social service program to meet the needs of the family.

REPORT OF CHILD'S GROWTH

The kindergarten staff has the responsibility for gathering information regarding each child's growth in the classroom. This information may be used as feedback to report to the parents and as a record of the child's growth and development. This information is gained by keeping daily observation records of the child in the classroom. They should reflect as objective a judgment as possible of the way the child seems to behave and use materials and equipment.

The staff should be aware that the way each sees the behavior of others is influenced by how one would like to see others behave and the way he expects others to be. Therefore, when several people keep records, a more objective report is likely to result and each can share what he sees. In an effort to help keep the reports on children as free as possible from the personal feelings of the staff, the following suggestions may be helpful. After reading the statements and questions below, the staff may discuss with one another the possible meanings of each remark and how application is made to the children in the class. As each child is discussed, the different ideas staff members have should be written down. In writing descriptions of the children, it is helpful to record the specific ways in which they actually do things. Rather than writing descriptions such as "This child is a lovely, friendly child who always tries to please," the staff should try to write concrete behavioral descriptive statements. For example, one might say, "This child seems to withdraw from new activities when they are first introduced, but if an adult apparently coaxes him, he will try to stay at the new activity, but only if someone is close to him to give him encouragement."

Reports on each child should be made and filed at least every three months. Final reports are developed from the quarterly ones and the continuous daily anecdotal records. Periodic evaluations of each child in the classroom will (1) provide feedback information for parents, (2) assess the growth and development of the child during the school year, (3) provide a basis for planning further curriculum experiences and promote growth in learning, and (4) sharpen the observational powers of the teaching staff.

REPORT OF CHILD'S GROWTH

_____ Kindergarten _____ Date of Report:

Report on _____ Birthdate: _____

School Period _____ To _____

Days Present _____ Days Absent _____

Position in Group (according to age) _____

Description of any handicap: _____

Teacher _____ Teacher Assistant _____

I. Physical Development.

A. Is the child energetic and forceful? Some children seem to waste motion and energy. The child who is lacking in vigor has a low energy output. Be sure to note that the vigorous child is not necessarily speedy or quick, nor is he necessarily efficient. The vigorous child performs powerfully and with a display of energy.

B. Is the child healthy? Does he have many medical or health problems? Is he absent from school frequently for medical reasons? What is the nature of his problems?

C. Does the child see himself as being capable of doing things which other children can do or does he view himself as being inferior in physical ability? How does the child feel about his own ability to do things physically? How does he use his body? Is he typically involved in big-muscle activities, such as climbing, running, jumping; or in small-muscle activities, such as crayoning, pasting, buttoning?

II. Emotional Development.

A. Is the child cheerful, happy, good-natured, laughing, pleased; and does he have a good sense of humor; or on the contrary, is he morose, gloomy, depressed, discontented, unhappy, sad? Disregard the degree to which the child pleases you. Consider the degree to which the child probably enjoys himself.

B. Does the child seem to like to sit close to an adult? Does he enjoy a hug, pat, wink, or smile?

C. Does the child react emotionally to many and frequent situations or is he passive and quiet?

III. Social Development.

A. Does the child continually seek out the company of other children and adults and make friendly acceptable advances? His success in such contact is an indication of his friendliness. Friendliness also implies an adaptive response on his part to the advances of others.

B. Does the child attempt to dominate social situations, to take the initiative to plan the activity of the group? Does he lead? How successful is he in his attempt to be a leader? Is he a good follower?

C. Does he seem to be fearful of social situations? Is he apprehensive or shy and hesitant when confronted by changing social situations?

IV. Cognitive Development.

A. How well does he know his colors, shapes, numbers, directions, such as down, under, etc.? Does he know his name? How good is his memory? Can he transfer his learning from one situation to another situation?

B. Does he stick with a difficult task or does he give up quickly? Does he have difficulty in following simple directions or does he catch on quickly? Is he stimulated by new and novel material or does he refrain from becoming involved in the unfamiliar? How curious is he?

C. Does he react favorably to difficult problem-solving situations? Does he remove himself from situations which demand intellectual ability, or does he seek help from the teacher or others? The child's self-concept is revealed by how eagerly he approaches difficult new material. How does he see himself when faced with new problems?

COMPREHENSIVE HEALTH PROGRAM

In a comprehensive early childhood education program, the health section should be comprehensive and include numerous activities in which many people participate under the leadership of a health director, preferably the doctor, who will be responsible for the school health program. The following outline of school health services gives some ideas as to the activities and the people involved.

I. Appraisal Aspects

Health history of child and parents obtained from parents by social worker, nurse, teacher. Screening tests such as height, weight, vision, hearing, TB skin test, laboratory tests such as hemoglobin, urinalysis, done by technicians or trained aides.

Medical examination including developmental assessment by physician.

Dental examination by dentist or dental hygienist.

Health assessment of classroom by teaching staff and nurse.

II. Preventive Aspects.

Communicable disease contact. Immunizations by doctor or nurse.

Health check of personnel in contact with children, such as teaching staff, bus driver, and also food handlers.

Suggest health check on family members by social worker or nurse where indicated.

Safety environment and safety measures in buildings are a responsibility of the school board and must be according to public health regulations. In rooms, the teacher should check on the changing environment according to the program.

Proper sanitary facilities are provided by the school under public health regulations.

First aid equipment for injuries and sudden illness, when minor, should be available for the use of the teaching staff.

Plans should be made to take care of serious situations to include transportation to adequate facilities, such as a hospital, by administrative personnel.

Technical assistance and consultation in regard to content and evaluation of health subject matter used in teaching can be obtained from the physician, dentist, dental hygienist, nurse.

III. Remedial Aspects

Follow-up services arranged by social worker, nurse, principal, include correction of remediable defects, and health counseling for child and his family.

APPENDIX A

DESCRIPTION OF KINDERGARTEN TIME BLOCKS

The structure of the daily program builds upon the teacher's and her staff's understanding that five year olds learn best through active, sensory participation with a variety of selected experiences with things, people, and their relationships. Kindergarten children are interested in the concrete, however, with encouragement from the teaching staff, they begin to use language more and more to express their ideas. The teacher uses the children's home backgrounds to weave into the kindergarten program a blend of familiar experiences with supporting materials and a few unfamiliar ones that are introduced at appropriate times.

Programs to be flexible need thoughtful planning, allowing ample time for children to make smooth transitions between activities. Although teachers need to be aware of clock time, it is more important for them to be guided by child time. In order to have children feel free to discover, experiment, and explore, there should be large blocks of time that give them opportunities to work leisurely alone, or in small groups as they select from the rich offerings of science, music, creative arts, woodwork, puzzles, block building, housekeeping, and books.

All programs, whether half-day or full-day sessions, should include indoor and outdoor work/play activity periods with easy procedures for arrival and departure. For many children, a minimum school day of four hours is long enough. However, the length of the Kindergarten day depends upon the needs of the individual child and family.

DAILY PROGRAM (Half-Day Morning)

9:00 a.m.	Children arrive - Teacher's individual greeting. Breakfast served (if necessary).
9:00 a.m.- 10:00	Indoor or outdoor Work/Play Activity Period Housekeeping play, blocks, carpentry Creative arts, books, story time, puzzles, games, science, water play
10:00 a.m.- 10:30	Snack. Routine activities - Quiet Time
10:30 a.m.- 11:30	Indoor or outdoor Work/Play Activity Period Hollow blocks, climbing apparatus, dramatic play (rodeo, trading post, store, fishing, sheep herding, family living); cooking, wheel toys, sand box play, water play, science and nature, music, creative arts
11:30 a.m.- 12:30	Get ready for lunch and toileting (if necessary) and washing; setting lunch tables, stories, records, music, quiet time activities, lunch
12:30 p.m.- 1:00	Get ready to go home Discussion of the day's activities Planning for the next day

KINDERGARTEN PROGRAM - HALF-DAY (Afternoon Program)

12:00 - 1:00 p.m.	Getting ready for lunch Toileting and washing, setting lunch table, eating
1:00 - 1:30 p.m.	Choice of quiet activities - art materials, puzzles, music, stories
1:30 - 2:30 p.m.	Outdoor Work/Play activities Hollow blocks, etc. (See morning schedule)
2:30 - 3:00 p.m.	Snack
3:00 - 4:00 p.m.	Indoor play activities, etc. (See morning schedule)
4:00 - 4:30 p.m.	Preparation for going home.

DAILY PROGRAM - ALL DAY

9:00 a.m.	Children arrive - teacher greets each individual
9:00 a.m. - 10:00 a.m.	Indoor or outdoor Work/Play activity period Housekeeping play, blocks, carpentry, creative arts, books, story time, puzzles, games, science, water play
10:00 a.m. - 10:30 a.m.	Snack - Routine activities - Quiet time
10:30 a.m. - 11:30 a.m.	Indoor or outdoor Work/Play Activity period Hollow blocks, climbing apparatus, dramatic play,(rodeo, trading post, store, fishing, sheep herding, family living); cooking, wheel toys, sand box play, water play, science and nature, music, creative arts
11:30 a.m. - 12:30 p.m.	Get ready for lunch. Toileting, washing, setting lunch tables, eating, stories, records, music, quiet time activities
12:30 p.m. - 1:30 p.m.	Relaxed activities - transition - rest
1:30 p.m. - 2:30 p.m.	Outside Work/Play activity - weather permitting (see morning suggestions)
2:30 p.m. - 3:00 p.m.	Preparation for going home Discussion of the day's activities Planning for the next day

GUIDE FOR TEACHER AND TEACHER - ASSISTANT (AIDE)

The teacher and teacher-assistants will work together as a team. The teacher will give other staff members clear information and continuous help concerning the children and the program. In many kindergartens it should be remembered that the teacher-assistant may be the only adult who speaks the native language of the children. She is a particularly essential member of the staff. During the first months of the school year she may be the person with whom the children will make their first away-from-home relationship, communicate and seek directions and assistance.

There will be a variety of tasks to do: preparing materials and snacks for the children; assisting with the activities and trips; observing and recording the children's responses to the program, other children and adults; cleaning and repairing equipment; occasionally collecting materials.

There will be specific information about the plan for the day, how supplies and materials are to be used, and what is the procedure to be used in case of an emergency, illness, and accident. Books and pamphlets will provide guidance in understanding young children.

Discussion of the work:

As a teacher-assistant you will be an important staff member. Each task will be a much needed part of the total program and everyone will be expected to complete her share. Teacher-assistants will attend regular staff meetings. It is important at the end of each school day that the teacher and the teacher-assistant talk together and share their observations, notes and experiences concerning the children.

Helpful suggestions during your hours with the children:

Warmth and friendliness with the children are extremely important. Sensitivity to children will make you aware of their needs and will give you clues to the best way of helping them. Do not feel that you must constantly be "doing something" to be useful. It is valuable to spend time watching and listening to children. Conversations with the children are important, but remember not to overwhelm them with too many words. Your voice can be a teaching tool. To help a child feel at ease, use a quiet, confident tone of voice, look directly at the child, bend down and give him your attention and interest. If the child wants to sit in your lap, do let him.

The children will feel more comfortable when you are relaxed. Avoid too many quick and sudden moves. As often as you can, sit down on the floor, a low block, or a small chair while talking, reading, singing or working with the children. When the atmosphere is easy and you show enjoyment of the children, a sense of humor and a fairness in setting limits,

the feelings in the group will be pleasant. When you are relaxed, the children are relaxed; when you are loud, they are loud, etc.

You should realize that making a mistake is not the worst thing. Learn from the mistake and try not to repeat the error.

Directions or suggestions should be given in a positive rather than a negative way. Tell the child what you want him to do rather than what you do not want him to do. Example: If a child stands on a chair, say to him, "chairs are to sit on, you can stand on the floor." Give the child a choice only when you intend to leave the choice up to him.

When limits are necessary, they should be clearly defined and carried through.

Avoid using such words as "cute," "pretty," "good," "bad," or "naughty" when speaking to children about their behavior.

Avoid motivating a child by making comparisons between one child and another or encouraging competition.

Avoid making models in any art media for the children to copy. Remember that for this age child, the art process rather than the art product is the important thing. They are not able to be interested in drawing or molding "things." It is more appropriate to talk about the colors the child has used or the patterns he has made, or what fun it is to paint than to ask, "What are you making?" or "What is this?"

Treat spills and toilet accidents matter-of-factly. Extra clothes should be in the supply closet.

A child's work should be respected. Give him plenty of time; a warning must always be given before a change of activity or clean-up.

Give a child help when he needs it, do not complete the task for him. Often with a minimum amount of help, he can succeed in becoming more independent.

If you are helping one child, stand or sit so that you can see the rest of the group. Be aware of the whole group. Remember that your responsibility extends beyond the few children with whom you are working.

SIMPLE GAMES FOR KINDERGARTEN CHILDREN

To help kindergarten children:

1. Improve self-concept.
2. Develop ability to listen with understanding.
3. Develop ability to follow directions.
4. Increase visual perception.
5. Ask questions.
6. Be more articulate.

GAMES

1. Have a child place four small sticks under four moccasins, one stick being marked. Have the other children guess which stick is marked.

2. Identify school sounds such as pencil sharpener, pages of book being turned, clapping hands, bells, scissors cutting, clock.

3. Identify familiar sounds with eyes closed such as closing door, knocking on door, clapping hands, running water, walking across floor, stamping, coughing.

4. Use instruments for variation in pitch: high, low, loud, soft.

5. Take a walk and listen to outdoor sounds.

6. Use a tape recorder and identify children's voices.

7. "Wiggle Waggle." One child is chosen to be IT. He names parts of the body such as: left hand, thumb, nose, right foot, head, left ear, both hands. As he names the part, the children wiggle the part names.

8. "Simon Says."

9. "Looby Loo."

10. "Hokey Pokey." You put your left foot in, you put your left foot out, you put your left foot in and turn yourself about. That's what it's all about."

11. Hide a loud ticking clock and have children find it.

12. Have one child be a mother cat, sheep, dog, or horse. Have him cover his eyes while the animals hide in the room. The mother cat, sheep, dog, or horse locates the animals by listening to "meows", "barking", "baaing", or "neighing".

13. Have small group of children in a semicircle. Have a child go behind the children and hop, clap, or jump, then ask, "What did I do?"

14. "I Spy". Have a child hide an object and have several children try to find it. Clap loudly when they are close, and softly when they are far from the object.

15. Repeat a list of words and have the children listen and tell which work or words do not sound like the others.

16. Dramatize stories and act out the animals in games and songs.

17. Blindfold a child and have him go around the room with a staff member touching various things. Have him ask questions to get clues.

18. Have children guess what imaginary objects might fit in boxes of various sizes and shapes.

19. Have children listen to short stories that are familiar to them, and play the parts.

20. One child says, "I saw a child this morning." "What was he doing?" Child demonstrates.

21. "Did you ever see a Lassie - a Laddie - substitute names - your mother - your father - your sister - your dog - your cat - etc.

22. To the tune of "Here We Go Round The Mulberry Bush" - from Alaska:
"My head - my naa' khook,
My shoulders - my tal-li-khok,
My knees - my sit-khook,
My toes - my poo-to-ghook,
Let's all be strong together."
Words are repeated three times as the different parts of the body are touched.

23. Home or the Tundra - to the tune of Home on the Range (from Alaska):
Oh give me a home between Unalakleet and Nome,
Where the moose and the caribou play.
Where nothing will grow cause it's covered with snow
From June to the following May.

Home, home in the snow, where it's mild if it's ninety below
Oh the tundra's for me by the cold Bering Sea
And the life of the gay Eskimo.

24. To the tune of Here We Go Round the Mulberry Bush --
This is the way we ride a horse.....
This is the way we build a hogan....

25. To the tune of We Are Climbing Jacob's Ladder --
We are climbing up the mesa.....
We are finding little pebbles.....
We are riding slowly slowly.....
We are carding wool together (GIRLS).....
We are carrying wood for fire (BOYS)..... etc.

For last line usually sung "Soldiers of the Cross", substitute "Indian Children We" or "Children of the School" or ????????

26. Making animal sounds in both the native language and English..
What does the dog say -- in native tongue?
-- in English?

What does the cow say -- in native tongue?
-- in English?

What does the cat say (same as above)
What does the bird say (same)
Etc. -- Make up your own with the familiar animals of the locale.

SUGGESTED ACTIVITIES TO INCREASE LANGUAGE POWER

Increasing skills in English language usage and comprehension will need much practice and actual classroom experience. Although no formal period is recommended, the opportunity to play these simple games, sing the songs, and practice the language must be planned by the teacher. Small groups at work/play, on field trips, and during other parts of the daily program are encouraged to learn and use the materials below.

Teacher-planning is most important in building a sequence of experiences to develop meaning and ability to produce English sounds, whether the children already use English extensively, or whether they are making the transition from another language. One needs to start with simple, one-word activities (Phase I), labeling, naming, locating on command, and building to phrasing (Phase II), using words in a phrase and producing sounds that are made by animals, cars, horses, walking, etc., to final (Phase III) in which children repeat and produce words in context of a frame or full sentence.

Phase I - Sound Game

Set out three to five sound-making objects; example: bell, drum, pan with spoon, hammer, two blocks.
Ask children to close eyes and listen while another child chooses one of these to make a sound.
Then, everyone guesses.

Phase I - III

Get magazines, Sear's catalogues, etc., and let children cut, or tear and paste object groupings - label in native language and English - furniture, cars, clothes, plants, foods, etc.

In phase II encourage sounds made by cars, etc.

In phase III try to get frames:

These are _____ All of these are _____ This is not a _____

It's a _____

Phase I and II - <u>Pantomime guessing</u>

Child does: hammering, weaving, climbing, riding, crawling, etc.
Teacher and children supply name for action.

<u>Sound guessing</u>

Child does things that make sounds in room: close book, close door, drop object, clap hands, jump, etc.
Others close eyes and guess.

Phase II - Teacher singing descriptions
Phase III- Children singing descriptions

Here's a simple melody whose words can teach structure of English verb, and the whole thing can be panned off as a rhythm.

do re mi do fa mi mi do
I can walk and I am walking

fa mi mi do fa mi re
Walk walk walking is good fun

do re mi do fa mi mi do
I can walk and I am walking

fa mi mi do mi re do
Walk with me oh please do come

I can jump, run, hop, sing, lift (pretend something heavy), tip-toe, wiggle, glide, whirl, etc.

Note: The following consonants or consonantal clusters incorporated into the above have no Navaho: f as in fun
ng as in sing
r as in run

Phase II - III - Horse hoof clap

Ask children how the horse hoofs sound in clapping hands.
Formalize what child has given by strengthening, accenting rhythm and then all repeat:
This is the way _____'s horse rides clap clappety clappety etc.
Slow? This is the way --------
Fast? This is the way --------

Phase III - Looby Loo - To teach parts of the body and also first and second. (ordinals)

I put my first hand in
I put my first hand out
* I give that hand a shake, shake, shake
And turn myself about

Oh, here we go Looby Loo,etc.

I put my second hand in
I put my first foot in
I put my second foot in
I put my whole self in
etc.

* That may be difficult - show how to make the th sound

Get a big doll or pretend one child or teacher is a doll.
Where are dolly's eyes? One or two children show on dolly. Then all say and show on themselves, "Here are my eyes."

In hand and fingers, nd and erz may require attention. At first do plurals separate (not on same day) from singulars, i.e., eyes, ears, teeth, feet, legs, etc., separate from nose, mouth so as not to conflict verbs is and are.

Phase III

In discussing children's pictures use some old ones (two weeks ago). The discussion will then be past tense. Remember when you sent, did, saw, played, etc., encourage child to verbalize past tense in this way.

Phase III

Four children holding signs (picture) stand in four parts of the room (yard). Signs can be store, rodeo, school, bus, hogan, etc. Each child says where he wants to go. "I want to go to the _____. Then he goes. This can be done in English or mother tongue. Or, using some children as "drivers" (of bus, pick-up, car, horse), the drivers stop and pick up the children who say, "Take me to the _____".

Example: Driver: Where are you going?
Passenger: I want to go to the _____.
Driver: O.K. Get in.

Phase III - Rodeo - Dramatic Play

Children take turns being:
* Announcers (In Navaho or English)
Riders
Broncos
Calves
Singers or other entertainers
** Refreshment sellers

* Ladies and Gentlemen--
You will see --
Next we have --
The prize goes to --

** Get your _____
Ice cold _____
right here ---
(How much does it cost)? It costs 15¢, etc.

The degree of dialogue possible depends on ability of particular group. One would expect the play to become more verbal and more organized as it goes along.

Phase III - Sample Concept Lesson. Teaching little - big - bigger (final g and gr worked on)

Two teachers: One is commentator and one is the blower. Demonstrate: One shows a small balloon and begins to blow as the other describes, "It's little, it's still little. It's getting bigger and bigger. It's so big,etc., until it bursts."
Second time children join with commenting teacher in "blow by blow" description.
Follow-up: Find things in room - big - little. Who is bigger than --?

Sunday - Domingo

Monday - Domingo Buska'ni (Day after Sunday)

Tuesday - Mali ji Na'anish (Two days work)

Wednesday - Tagu ji Nda'anish (Three days work)

Thursday - Di ji Nda'anish (Four days work)

Friday - Ashdla aji N'aanish (Five days work)

Saturday - Yiska' Domingo (Little Sunday or day before Sunday)

These can be recited in phase III, one a day, holding up fingers 1 - 5 Mon. - Fri.
i.e.,"Thursday is Di yi Nda anish = Four days work" (Hold up fingers)

Pictures of rugs can be used to:

Evoke pride in Navajo or other Indian craft.
Enjoy beautiful patterns.
Learn colors, red, orange, brown, black, blue, green. (May require practice)
Learn such terms as:
line, square, stripe, diamond, zig-zag, cross, within, around, top, bottom, sides.
Practice counting:
stripes, diamonds, etc.

See slides, too, of patterns on pottery, rugs, baskets, and other articles.

A MUSIC EDUCATION SYLLABUS

FOR USE BY

KINDERGARTEN AND ELEMENTARY TEACHERS

OF

NAVAJO CHILDREN"

BY

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This manual has been prepared for the NAEYC-BIA Kindergarten Project at Dilcon, Arizona, for presentation during a Music Workshop, July 15 - 19, 1968. Sponsored by the National Association for the Education of Young Children with Dr. Mary B. Lane, Director.

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(And the Director, Mr. L. H. New)

The Institute of American Indian Arts where these ideas were fostered in my music classes and in my chorus, the E-YAH-PAH-HAH INDIAN CHANTERS, a group of some 45 young Indian singers who have been presenting these songs and many, many others in concerts to the public.

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GENERAL COMMENTS

American Indian music is vocal music, and, like all vocal music, it derives from the language of the people. When we realize that over 200 tribes of Indians with separate languages or dialectic variants exist here in continental America alone....Then the enormity and variety of this music can stagger the imagination. Especially so when we further realize that each tribe may possess as many as 500 songs or more, with regional differences to add more complication to the issue.

"How then," you may rightly ask, "can I, as a classroom teacher and a non-Indian, even hope to present Indian music in the classroom....much less SING IT???" Also, "Where does one even begin, if the music is so vast and complicated?" Or, you may say, (and this is a classic statement with teachers!), "I'm NOT A MUSICIAN, AND I CAN'T CARRY A TUNE IN A BUCKET!"

First of all, I suggest that you 'wipe the slate clean' of all excuses, inhibitions and any pre-conceived notions about Indian music and about your own musical abilities. If you can talk, then you can sing. (Of course, I can't say how well.....but this is up to you.) You will not be teaching Navajo children to sing Navajo songs, but, rather, you will be leading and learning with Navajo children how to enjoy a musical experience through educational activities such as singing, chanting and rhythmics. These activities will all be based upon the American Indian tribal music heritage and Indian musical expression which was the outgrowth of a cultural need. Your class and you will become a <u>new tribe</u> and, consequently, your new group will have this same need for musical expression which, by all rights, should grow out of the culture represented in your classroom. Fortunately, this culture is very rich and can be very meaningful to you and to your children.....BUT, only if a conscious effort is made to utilize that culture and its myriad aspects. You will and must learn a few Indian songs and practice the basic sounds of Indian vocal expression, as presented in the compedium. You must use your auditory faculty in a more acute manner than you have ever before used it....in short, develop your sense of hearing to a very fine degree, and then retain what you hear and reproduce the vocal sound. Just as Navajo language sounds are vastly different from English language sounds, and require reorientation of thought patterns, so does Indian music require a different vocal technique. The one key is LISTEN!

Does it relate to the ethnic roots of the child? Does it honor the Basic Indianism which this child possesses? Does it provide ample opportunity for the child to apply his culturally aesthetic sensitivity? Does it open the door toward a brother perspective of music, language and the entire world of learning experiences? IS IT FUN?

Such questions as these can serve as guidelines throughout this discovery of Indian musical elements by you and your children, and they can serve as guides in the application to your teaching. Remember, to the tribal Indian person, music is not an isolated experience as it is in our Western Civilization where we dress ever-so-properly to attend a concert or a jam session. Indian music, besides being vocal-plus-percussion, was and is mainly functional music. Gebrauchsmusik, as Paul Hindemith, the famous German composer, would say. The function may be to appeal for rain to help the corn grow, or to accompany the dance or to help cure the sick or many

other functions. Now, your classroom music and songs cannot all be functional in this sense, obviously....but, this cultural need can be used to make each activity more meaningful. Some Indian songs related war experiences of the singer or gave tribute and recognition to the leaders. Perhaps you never thought of it as such, but that little song that you yourself used to sing in kindergarten or first-grade was based upon the same idea.....remember? "GOOD MORNING, TEACHER. MY NAME IS LORENZO!" or "GOOD MORNING, MRS. SMITH. MY NAME IS BETTY!"

Well, such greeting songs which use courtesy words are still used as a beginning song activity in every music class in America. However, most American children hear 'good morning' every day at home and on the streets. Your Navajo children do not. Furthermore, the very words 'good morning' are completely alien and un-thinkable to your Navajo child....in fact, to say this and look right in a person's eyes is downright impolite, according to the Navajo 'way' of life. At least, this has been my experience with teachers and administrators who have worked with Navajo children for many years.

So, what do you use instead of 'good morning'? What would relate to the Navajo culture? Well...why not try as a first musical experience, the chanting of a typical Navajo vocable (no-meaning sounds) and then add a child's name.
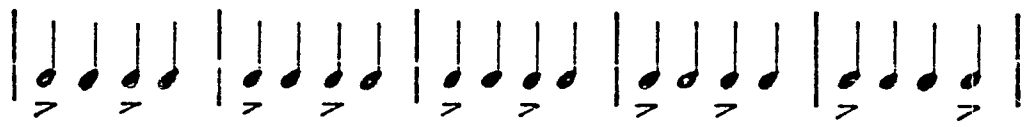
EXAMPLE I. A YEH YANGA, A YEH YANGA.....A YEH YANGA, A YEH YANGA, LORENZO,-ANGA

Note: First, pick a comfortable pitch for the base tone. Then say A, as in fate, prolonging the sound. Then, intone or chant the syllables to a rhythmic beat, walking speed, saying each syllable rather short and curt. YANGA, sounds like kong-ah, only substitute the "Y" consonant sound. There will be a little dip on the second YANGA. Listen for this; try to imitate.

Do this to the accompaniment of an Indian drum and rattles, as follows:

EXAMPLE 2. A YEH YANGA, A YEH YANGA....A YEH YANGA, A YEH YANGA, LO-REN-ZO, -ANGA.

drum-rattle



Meaningful activity which is related to the culture of the Indian child can be the key which opens your own understanding as well as becoming a springboard for other educational experiences. Hence, the basic objectives and philosophy of this treatise require that three distinct Indian music learning experiences be utilized:

1. Navajo tribal songs and rhythms.
2. Pan-Indian tribal songs and rhythms. (other tribes)
3. Creative song-play-mime activities with rhythms. (using English words as well as Indian words and vocables.)

With this beginning, it is a short step to all-English songs or even the little French, Latin, German songs which children sing.

Also, included herein are helpful suggestions for your own vocalization of Indian songs. In learning these, the "mother tongue" method is by-far superior to any reliance up-

on written notation or text, although some brief suggestions for these are included. You should approach this problem as a child does who learns, by rote, some of the most difficult languages in the world before he reaches 6 yrs. of age. The Navajo or the Senegal youngster learns his complex language and its many subtle nuances by acute listening and by repetition. This is the "mother tongue" method. Also, I encourage you to venture forth on your own...for additional songs and words, inquire of the Navajo people, and repeat all words and all sounds....allow yourself to be laughed at and join in the fun of making a mistake and correcting it. The Navajo language has many similarities within itself, so many, in fact, that the Navajo people love puns on words and love to laugh at each other. For instance, one worn joke arises from the fact that hoseesnta̋ means equally "I will sing" or "I will kick him." And so there are many anecdotes of this pattern:

[1]"Hosteen Yazzie (little man) went to see his mother.".

"What for?"

"He is going to give him a kick." (i.e., The man, a singer, will perform a chant.) (Also, there is no gender in the Navajo language.)

Learners [2]may take comfort against their mistakes and embarrassment from the realization that the only recipe for pronouncing Navajo perfectly is to take the precaution of being born of or among Navajos. The talk of those who have learned Navajo as adults always has a flabby quality to the Navajo ear. They neglect a slight hesitation a fraction of a second before uttering the stem of the word. They move their lips and mouths too vigorously. Native Navajo has a nonchalant, mechanical flavor in ordinary discourse--almost as if a robot were talking.

There are publications to help you learn the Navajo language, and perhaps the best is A SKETCH OF THE NAVAJO LANGUAGE by Robert H. Young, who has developed a phonetic system of writing down the unusual Navajo sounds. This is the work recommended by Dr. Bertha Dutton, Director of the Museum of Navajo Ceremonial Art in Santa Fe, New Mexico. But, even with this in hand, you should still develop your own system of writing down sounds or any mnemonic aids necessary for you learning.

True, you are dealing with two languages, English and Navajo, but the one language which is universal is MUSIC. And music is a living, exciting language which transcends a need for words and actual meaning. Especially so in Indian music where many no-meaning sounds are used. So----be of good faith in this adventure in sound, and, remember.....to your students the sound of your voice can be the most beautiful music to their ears. Listen well, and:

GOOD SINGING = ṄUH ZHONI TA'L̨̋ (produced by stopping the flow of air by closure of the glottis.)

[1]THE NAVAJO by Kluckhohn & Leighton, Doubleday and Co., 1946, p. 260.

[2]Ibid, p. 258

MATERIALS NEEDED FOR USE IN THE CLASSROOM

2 small Indian Tom-Tom Drums with beaters (available at any curio store)

6 or more Indian gourd rattles (or maracas will do). If these are not readily available, then your class can make some from tin cans and gravel, painted and tied to a stick!

A variety of sticks, 12" x 1" diameter, enough in pairs for each child to have one pair.

A variety of stones, fist-size (your student's fist, not yours), again enough for each child to have one.

Some branches of a tree (cedar is readily available, or mesquite), just about 5 or 6 will do. This can be messy.

Sand in a tin can or pop bottle to make a swishing sound. This makes a good rattle that everyone will want to use.

(Then, for yourself, a tape recorder to play back your tapes of Indian music which you are learning.)

NOTE: NO PIANO NECESSARY.
NO RECORD PLAYER NECESSARY.

With materials, it is possible to be a bit innovative in producing some of your own percussion instruments from the raw materials available. Shoe boxes, rubber bands, pop bottle lids on a string....These and other things can provide you with percussion sounds to accompany the voice. However, it is best to use authentic Indian musical instruments when possible. The Navajo people have a little drum made of pottery, filled with water and covered with tanned sheep-skin. This is a delightful little instrument and perhaps one of your parents can help you. Again, this can be fabricated from a coffee can and an inner-tube, but the original version is un-beatable!

TYPICAL NAVAJO VOCABLES:

Example 2. WHEY NEY YAH (Low voice register)

WHEY NEY YAH (high) eh OH-oh, OH-oh, OH-OH,
OH-oh, OH-oh, OH
(seven beats, the voice getting lower each time.)

This particular vocable is used as the chorus part to a Navajo Love Song, yet it is fun to sing by itself, as it has strong rhythmic and lyrical features alone, without the use of words.

NOTE: What tone do you start on??? The beauty of Indian singing is that you can select a comfortable pitch level that is not too high or too low for your own voice, and use that as a base tone. For instance this is a good starting pitch:



B - natural, bass clef, for men.



B - natural, below middle-C, for women.

Where the vocable jumps up (high), the voice skips an octave, by musical terminology. But this is not important to learn right now. The

best thing to do is imitate the sound.

For a rhythm or percussion sound, clap your hands, or use a rattle or beat a drum.

Example 3. HEY EH, HEY EH, HOH OH HOH
HEY EH, HEY EH, HOH OH HOH, HOH OH HOH,
HOH OH HOH, ETC.

This particular vocable is commonly used in the ceremonial Yei-be-chai songs. By itself it has no sacred meaning and can be used in the classroom for our singing purposes. Again, select a comfortable pitch level and start the chant with a steady rhythm and use a nasal tonal quality by keeping the back of the tongue high against the palate of the mouth.

This would be an excellent vocable to use with dance steps similar to the ceremonial dances. Stepping with the left foot forward, dragging the right foot behind in a shuffling fashion.

NAVAJO SONGS TO SING:

Example 4. "The Navajo Happiness Song"

(high) SHE . . . NEH SHA . . .
(lower) SHE . . . NEH SHA . . .
(same) SHE . . NEH SHA B'KEH WAH ZHOLA,
HEY YAH HEY'NEH'YUH

(low) AH LUH, AH LUH KOH'NUH'SHAH
AH LUH, AH LUH KOH'NUH'SHAH (repeat from beginning)

(two drum-beats after each 'SHAH, stop vocable rather abruptly.)

Example 5. "A Squaw Dance Song"

A YEH YANGA, A YEH YANGA

A YEH YANGA, A YEH YANGA (breath)

HEY YO-OH OH, OH-OH, OH-HO, OH HE YAH
HEY YEH' (breath)
YANGA HEY YO-OH OH, OH-HO, OH-HO, OH HE YAN
HEY YEH' (breath)
YANGA HEY YO-OH OH, OH-HO, OH-HO, OH HE YAN
HEY YEH' (breath)
YANGA HEY YO-OH OH, OH-HO, OH-HO, OH HE YAN
HEY YEH' (breath) YANGA....

(high) HE YOH, OH-OH, AA - A - A, AA $A-_A$ $A-_A$
$A-_A$YAH/ A YEH (breath) YANGA,
(high) HE YOH, OH_OH, AA - A-- A, AA $A-_A$ $A-_A$
$A-_A$ YAH / a YEH (breath) YANGA,

(sing the high part two times)

AH - AH'SHE NEH A'TEH $EH-_{EH}$ EH-eh EH-eh AH / HEY YEH YANGA.

In both of these, use a nasal tone quality as previously suggested. Listen to the singer and try to match his tone. Again, the voice register should be at a comfortable pitch, for both boys and girls. The rhythm is a simple duple (in the count of 1,2) with short, quick strokes of the drum and rattles.

A CREEK INDIAN SONG: "Duck Dance Song" From this Oklahoma Indian tribe of woodland Indians, who hunted wild ducks for food, and created this little song as a social dance activity. No words, as such, only vocables.

Example 6.

WAY.....HEY YAH, WAY, HEY, YAH HEY...YAH
WAY HEY YAH WAY HEY WAH HEY YAH.
OH HO YANNA HEY YAH
WAY HEY YAH HEY YAH.
(repeat)

After singing this song several times, the leader (you) should end it with a drum tremolo (roll), and sing the words in a high pitch, "WE HOOOOOOOOO".

Related activities to the Duck Dance Song could be the drawing of ducks with construction paper and crayons, cutting them out and having them waddle across the floor (held by the children).

A PLAY-GAME SONG: (by L. W. Ballard) using Navajo words, Navajo Vocables and then translated into English.

Example 7.

HEY SHANH TI - PEH DOA, A YEH YANGA, A YEH YANGA.

(Eng.) "Who wants to be a sheep?" (then, vocable sounds)

HEY SHANH K'LE (ZEH) DOA, A YEH YANGA, A YEH YANGA.

(Eng.) "Who wants to be a goat?" (then, vocable sounds)

HEY SHANH T'SEH DOA, A YEH YANGA, A YEH YANGA.

(Eng.) "Who wants to be a stone? (then, vocable sounds)

HEY SHANH T' SEN DOA, A YEH YANGA, A YEH YANGA.

(Eng.) "Who wants to be a tree?" (then, vocable sounds)

HEY SHANH T'SE'L, A YEH YANGA, AYEH YANGA.

(Eng.) "Who wants to be a mountain?" (then, vocable sounds)

These other words can be substituted:

CHE-DEN = Automobile
HOH-WON = Hogan (Navajo house)
XIN = House (whiteman type)
TI'PEU YUH-ZHI = little lamb
K'LE (ZEH) YUH-ZHI = little goat
H* LI(n) = horse (high voice level)
H* LI(N) = little horse

From the learning of these words by the teacher and the easy use of the vocables in little singing phrases, it is a simple next step to act out the animals being mentioned.. ..or to repeat the vocables while one member of the class acts out the animal or object. Also, the English words can, when used, have a direct association in the minds of the children with the mime object or the play-game which they see before them.

Don't forget to use the drum and rattles, and any other percussion sounds which you have by now available. For the car, perhaps a swishing sound with the rattles. For the stone, use the actual stones and let the children tap the stones on the floor while they jump over and kneel on the floor to look like a stone.

SOME SUGGESTIONS FOR THE FIRST DAY:

ENGLISH	NAVAJO
Hello, children.	YAH T'EH A*L CHIN
Listen. Or look here.	SHOAH
Listen, children.	A*L CHIN SHOAH
I will sing.	HO DEESH TA*L
Who wants to play the drum?	HEY SHANH ASSAI YEH-DO-NEH*L
This is a rattle	DEE AN G*LATH (this)
Now, all of you sing.	TAHOTA*L, (add SHOAH for emphasis)
Good.	NUHZHONI
Yes.	XOH
No.	DOODA
Wait	A*L CHEH / or SHOAH
I sing now.	HOSH TA*L
I will sing again for you.	NUH HODEESH TA*L
You sing.	HO TA*L
All of you sing good.	N'JHZHONI KOH TAH HOH TAH*L
You (a person) sing good.	NUHZHONI KOH HO TA*L (point at him)
FOR THE SECOND DAY:	
Do you remember this song?	DEE SIN NISH B'DA*L NEE
We'll learn this next.	DEE SIN B'NAH DAH HO DEE A*L (end high)
Again	NANAH

Navajo song.

DINEH BEGEEN

We will play.

N'DA DEE NE'Ī.*

SOME SPACE FOR YOUR NOTES:

AND QUESTIONS:

STRANGE SOUNDS:

SOME FINAL COMMENTS

In the week's time that has been allotted to me for the research on this syllabus, I have tried to present as broad an outline as possible suggesting a new method in music education for Indian youngsters.

These ideas, if expanded and developed through Bureau of Indian Affairs Schools and with Indian children, could be the foundation of an entirely new music education program extending through both elementary and secondary levels. However, this should be carefully and thoroughly researched to result in the publication of texts and music methods covering both traditional music and creative educational materials which embody the spirit of American Indian culture. Both vocal and instrumental music can and should be included. I can visualize a Nationall All-Indian Youth Orchestra and Choral groups composed of Indian children who have discovered the beauties of their own ethnic music through such beginnings as this...and through such teachers as yourself, who dared to be different and dared to try. To you, I offer this tribute....for in your hands, the future of Indian music education rests.

NOTE: A later addenda will be a Navajo-English song (by L.W.B.) composed in a model form, for use in the music sessions.

EXPERIMENTING WITH SOUND

Making Percussion Instruments with Various Materials

Drums

Materials:

1. Bowls - wooden chopping; drill hole in bottom, stretch soaked drum head, tack with upholstery tacks.
2. Kegs - all sizes; sand thoroughly, paint, bore 3 holes in bottom, remove top metal rim.
3. Wooden Pails
4. Tin Cans - #10 size - coffee cans - use plastic lids for drum head.

Drum Heads: Used drum heads - soak in cold water 10-30 minutes according to weight of skin.
Fasten to drum with upholstery tacks, pull tightly all around. Can use thongs made of rawhide or plastic string. Do not touch for 24 hours.

Caution: Thin drum heads cannot be laced as holes weaken skins.

Beaters for Drums

1. Sponge Ball - cement to dowel stick
2. Stocking Darner - bind with yarn and cover with strong material.
3. Large Spool - bind with yarn and cover with strong material.
4. Dish mop - tie strings, bind with yarn and cover with chamois or piece of glove.
5. Sock - fill with soft material and cement to dowel.

Rhythm Sticks

8" long - sand, paint (hang with string and nail on end while painting)

Sand Blocks

Blocks of wood, mill ends - sandpaper, cover blocks on bottom and four sides with sandpaper, bevel all four corners to avoid tearing. Fasten cupboard handle on small block of wood to fit child's grasp.

Rattles and Tambourines

1. Gourds - bore holes top and bottom, clean out seeds and fill with handful of dry corn, dried watermelon seeds, tacks, BB shots, according to sound desired. Seal holes with plastic wood.

2. Coffee Can Lids - put in noise maker as above, fasten two lids together with tape, decorate. Good substitute for tambourines.

Sound Boxes

1. Cartons - cottage cheese, ice cream, yogurt
2. Boxes - plastic, heavy cardboard, wooden.

Place in each materials giving different sounds: macaroni, paper clips, rice, pepper corns, pebbles, small shells, sand tiny bells, small nails, etc.

Seal boxes and cartons so young child cannot empty contents. Choose some boxes small enough to fit comfortably into a young child's hand.

Ringing Sounds

1. Bells
2. Teacups of different sizes suspended on strings.
3. Glasses of different sizes filled with different amounts of water.

4. Nails of different lengths suspended on strings.
5. Pieces of metal pipe of various lengths - bore hole in side of pipe, suspend on strings.
6. Pieces of metal - different sizes.

RECIPES FOR CREATIVE MATERIALS

Finger Paint (uncooked)

2 cups cold water
1 cup wheat paste flour (paper hangers' flour may be purchased in hardware or paint store).
coloring (vegetable colors or tempera paint)

Add flour gradually to water. Stir with spoon, or beat with egg beater. Should be thick, creamy consistency.

Finger Paint (cooked)

blend 1-1/4 cups starch
with 1 cup cold water
add to 6 cups boiling water
bring to boiling point, remove from stove
add 1 cup soap flakes (rounded)
beat to blend
add vegetable coloring

(If this mixture is to be kept in closed jars, add a few drops of oil of cloves or peppermint to prevent spoiling.)

Children may paint on kitchen table top, oil-cloth surface, cookie sheets, large metal, plastic or aluminum trays, or large sheets 15-1/2" x 20-1/2" glazed paper, or shelfing paper cut to 15-1/2" x 20-1/2".

Easel Paints

1/2 cup water (warm)
3 tablespoons colored powdered paint or tempera paint.

(may be thickened with small amount of wheat paste. A few drops of oil of cloves or peppermint will keep black paint from spoiling.)

Paint may be placed in small juice or vegetable cans. To prevent spilling, cans may be placed in wooden cheese box, open quart milk carton, or tray with sides.

Children should have newsprint paper 18" x 24", long handled flat brushes 1/2" and 3/4" wide. One brush for each can of paint.

Dough (uncooked)

for each child:

2 cups flour
1/2 cup salt
1/2 to 3/4 cup cold water
vegetable coloring preferred

Add the coloring to the water, gradually add this to flour. Knead as for bread. Store in plastic bag in refrigerator.

Asbestos Clay Mixture (for 5 year old children and older)

for each child:

1 cup asbestos (buy at a building supply store)
1 teaspoon wheat paste
add water to get clay consistency

10-pound bag of asbestos for a class of fifteen children

*Paste: (cooked)

Mix the desired amount of cornstarch or any powdered starch with a little cold water until it is smooth. Add hot water and boil up once. When cool, it should be the consistency of thin library paste. Keep tightly covered. It is better to make fresh for each use.

*Paste (uncooked) for paper mache work

To 1/2 cup cold water add sufficient amount of wheat paste to make a creamy, thick paste. Make fresh each day.

Cook for dolls and larger animals (Large paper mache work)

Mix flour and water in proportions of 1 tablespoon flour to 1 cup water. Mix flour with only a little cold water until smooth. Stir in rest of water, cook over very low heat until it thickens to the consistency of heavy cream. Stir constantly.

Uncooked for paper pulp modeling

Make a thicker paste:

4 to 6 tablespoons flour
1 tablespoon salt
1 cup water

Tear newspaper in small bits. Add water gradually to the paper. Let stand until most of it is absorbed by the paper. Stir in the flour mixture slowly.

*from "Your Child Can be Happy in Bed" by C. S. Parker

Soap Bubble Mixture

In a quart jar mix:

1/4 cup Lux flakes
1 teaspoon sugar
4 tablespoons glycerin

Fill rest of jar with warm water. To color add 5 drops of vegetable coloring.

Children may use various size tin cans, plastic straws, and empty spools.

Magic Modeling Goop

2 cups salt
2/3 cup water
1 cup cornstarch (loose)
1/2 cup cold water

Mix salt and 2/3 cup water in saucepan, stirring until mixture is well heated--3 to 4 minutes. Remove from heat and add cornstarch which has been mixed with 1/2 cup cold water. Stir quickly. Mixture should be consistency of stiff dough. If mixture does not thicken, place over low heat and stir, about one min., until it forms a smooth pliable mass. Mix can be kept indefinitely if wrapped in clear, plastic bag.

Soap Paint

Add warm water, a little at a time to approximately 3 cups of Tide. Mix to consistency of heavy cream. Put into several smaller containers and color with small amount of paint (powder or regular) or food coloring. Can be applied with fingers or with brush.

Hints for Using

Creative Materials with Children

1. Soap flakes added to tempera paint makes the paint easily washed from hands and clothing.

2. Liquid soap added to tempera paint prevents the paint from chipping and peeling when used on surfaces such as glass or metal.

3. If your table tops are not formica, cover tables with oil cloth for finger-painting or clay work.

4. For a fixative to use on pictures made of colored chalk, use hair spray or a commercial fixative designed for that purpose.

5. If you have no brushes, substitute sticks, twigs, branches from bushes, plants, stones, cornhusks, etc., all found in natural environment.

6. Save shoe boxes so that scrap materials can be separated and put into boxes labeled (with pictures or words), buttons, paper, cloth, wire, beads, etc. This makes easier access when the children are looking for specific materials for collages.

7. Allow the children to use the collage materials to embellish their modeling with clay or dough.

8. Large flat trays or baking sheets may be used for finger painting--the children can put them on the floor if you have limited table space.

9. Use the rolls of plastic-coated shelf paper for finger paint paper--less expensive than regular finger paint paper.

APPENDIX B

GUIDELINES FOR PLANNING USE OF KINDERGARTEN SPACE, SUGGESTED EQUIPMENT AND SUPPLIES.

INDOOR AND OUT

The Children's Indoor Area

The children's kindergarten room should be considered their home, indoors, while they are at school, and planned so that the child's living goes on with friends, in familiar surroundings, with suitable, interesting equipment on hand at all times to provide for his total daily activities, such as work-play, rest, routines, and service at meals and snacks.

The physical comfort, the warm friendly atmosphere, and aesthetic quality of the kindergarten, is of great importance in the lives of the children and their families. The soft color of walls with children's work used as decorations, and the uncluttered, orderly arrangement of equipment and furnishings can have lasting influence.

In creating an indoor environment, the equipment and its arrangement can make a significant contribution to the quality of the program for the children and their families, toward accomplishing the objectives of the kindergarten program.

EQUIPMENT, Furnishings and Materials

Equipment, furnishings and materials should be recognized as tools, for the performance of developmental tasks, in daily activities and experiences, that can help the child learn and grow, with feelings of adequacy, accomplishment and joy in himself and his world.

"Things" alone are not adequate teachers or carriers of learning and can never be used as a substitute for the sensitive teacher, in the child's imaginative, creative living and learning.

Much equipment can be purchased. However, much needs to be invented. The development and use of the most appropriate equipment comes from the ingenuity and interaction of the staff and children living and working together.

Equipment should be selected for durability and suitability according to various developmental and age levels, interests, and backgrounds of children both as individuals and as a group, and for its adaptability for a variety of uses.

Raw materials and those which children can manage, move and change, such as paints, clay, and blocks, contribute more to growth and development and feelings of adequacy and success than those fixed, with limited use. Plants and pets to care for, provide opportunities for children to become involved in and to observe and enjoy life processes.

Furnishings, such as tables, chairs, low open shelving, individual lockers for belongings, light stackable cots and accessory equipment for play and food service, should be accessible, appropriate in size, and designed to assure the developmental needs, comfort, health and safety of each child in his daily living.

Equipment, furnishings and accessory material should be plentiful, in good repair, clean and attractive at all times,

and a sink or other readily accessible source of water for such activities as housekeeping play, creative arts and science, should be provided. Materials are introduced as appropriate.

Adequate accessible storage space should be provided for cots, extra supplies, emergency clothing and for teachers' belongings.

Arrangement

Arrangement of furnishings, equipment and accessory material in orderly, clearly defined areas or zones of interest, is suggestive of activity and invites children to explore, to work and play in small groups or alone; it helps create a stabilizing environment where children and adults feel comfortable and at home.

Such arrangement of equipment and accessory material, in good supply and readily available, helps the child in his learning; to see relationships, organize his ideas, make choices, think, solve problems, and it frees the teacher to give guidance.

Sufficient space should be provided to assure satisfying experiences in each area of activity, such as housekeeping, block building, woodwork, music, creative arts, quiet activities with books, puzzles, games and science experiences, pets, and other growing things. Fifty square feet per child is recommended; thirty-five feet is minimal.

Within each area of interest the equipment, together with open shelving designed to facilitate the activity and make materials easily accessible to the children, should be arranged so as to suggest its use and relationship, provide for the total process and make it easy for the child to meet success in what he chooses to do.

Playrooms should be arranged so that there is a smooth flow of experiences. There should be a convenient, orderly place for everything, for when play areas are inviting, children will seek them. For three seasons of the year (and now in some schools, four seasons), five days a week, several hours each day, teachers, staff members and children live closely together. To keep the environment stimulating, teachers must make appropriate changes in materials and room arrangement throughout the school year. In the beginning weeks of kindergarten, children need fewer pieces of equipment -- too much too soon can be overwhelming and confusing to five year olds. Being aware of individual children's interests, teachers can select pictures for the bulletin boards (placed at children's eye level).

Teachers and children can work out "feeling" bulletin boards with materials perhaps of different textures. Science trays can be arranged with nature materials such as seed pods, twigs, or stones. However, part of the old, the familiar, should remain. Children do not outgrow unstructured materials; they discover new ways to use them creatively. The teacher's warm, friendly, accepting attitude toward a child does much to encourage and strengthen his confidence in himself to create.

Some principles to keep in mind when arranging areas of activity indoors and out, include:

Place things close together that are used together,

Areas of activity requiring close eye work should be placed in best light, out of glare,

Activities requiring most protection from traffic should be placed out of traffic lanes,

Quiet activities should be placed together, and more active ones together,

Area should be arranged to allow for program flexibility, suggest a flow of activity and provide for ease in constant teacher guidance and supervision.

The Children's Outdoor Area

The children's playground for each kindergarten should be considered their home outdoors while at school. The outdoor area should be planned so that experiences are an integral part of his life, where teaching and learning go on -- in different kinds of situations calling for different skills with different methods of problem solving.

Creating a situation for children's growth and development outdoors must be as imaginative and purposeful as for indoors -- and for the same reasons.

Outdoor space that is interesting, with opportunities for adventure, challenge, and wonder in natural environment, should be planned with flexibility and imagination, suitable to different climates.

Size of Outdoor Play Area

Sufficient outdoor space should be provided for a variety of experiences to meet the many needs and interests of children from different backgrounds. Two-hundred square feet of outdoor play space per child is optimum, an area of four-hundred square feet or a lot equivalent to 50 x 80 feet for a group of twenty children.

Location of Outdoor Play Area

A safe, suitable playground area should be readily accessible to the kindergarten so that play can be interchangeable. It should be well drained and so designed that all parts are easily supervised.

The area should be protected by fencing at least four feet high. A covered area for use in inclement weather is highly desirable. Shade should be provided by trees or awnings; surface should be turf if possible, with one quarter hard surfaced for wheel toys, more if weather conditions make it necessary.

Installation of large climbing and other equipment should conform to safety regulations.

A convenient source of water, located so as to contribute to maximum safety and use, should be provided as a necessary accessory to activities.

Showers or an approved wading pool add immeasurable enjoyment to the program in warm weather. Wading pools should be emptied and cleaned daily.

Playground Equipment

Equipment, useful in an outdoor environment where there is greater opportunity for vigorous activity and contact with the physical world, may differ from that developed for indoors, but the basic purposes, criteria for selection and arrangement, remain the same.

Arrangement of Outdoor Area

Equipment and accessory materials, together with facilities for storage, should be arranged in orderly, clearly defined areas of interest. Sufficient space should be provided to assure satisfying experiences in each area of interest, both active and quiet, such as for climbing and building with challenging things to climb on, large packing cases, ladders, walking boards, and sawhorses; large hollow blocks, kegs, play boards; space for wheel toys to travel; quiet areas for looking at books, digging, gardening, caring for pets, catching light with prisms, or examining a worm; experimenting with water, paints, sand and mud; or just pausing anywhere to feel the wind and watch the clouds. Within each area of interest, storage facilities should be provided, designed to protect and make equipment and ample supplies of accessory play materials easily accessible to the children, according to the same criteria used in setting up areas of interest indoors and to accomplish the same purposes for child growth and development. Additional storage space for seasonal equipment is desirable.

SUGGESTED INDOOR AND OUTDOOR EQUIPMENT AND SUPPLIES
15 CHILDREN, TWO SESSIONS MORNING AND AFTERNOON
20 CHILDREN, ONE SESSION

The equipment, materials and supplies listed are those generally found useful by kindergarten planners in various situations across the country, but will need careful selection to suit the individual BIA kindergarten. Priorities for all equipment and supplies must be determined by each school staff according to their best judgment, as related to local interests, backgrounds and concerns of the children and their families.

INDOOR, AREAS OF INTEREST (Much is interchangeable with outdoor)

BLOCK BUILDING

Equipment:	QUANTITY
Blocks, unit school set (Also see furniture)	644 pieces, 19 shapes (approximate)
Supplies:	
Miniature family, community figures, including doctor and nurse, animals (appropriate to locale), wood or rubber	2 dozen or more
Boats, airplanes, trucks, cars, buses, wagons, (appropriate to locale, scaled to unit block size)	8 to 10 of each
Interlocking trains (wood)	2 sets
Miniature train and track set (Skanealtes)	1 set
Color cubes	Box of 100
Material, solid colors, washable, 1 yd. square	4 - 5
Pulleys, various sizes 1" - 3"	20
Heavy twine, string, garden hose	several lengths

HOUSEKEEPING AND FAMILY LIFE PLAY	QUANTITY
Equipment:	
Bed, doll Cradle, doll	1 each
Carriage, wood	2
Dish Cabinet	1
Dress Up Unit with Mirror	1
Ironing Board and Iron	1 each
Sink, with large water container, drainboards, shelves for water play	1
Stove, play	1
(Also see Furniture)	
Supplies:	
For real and play cooking, serving, dishwash, clean, etc. (all sturdy, life size):	
Plates, cups, saucers, knives, forks, spoons	6 each
Kettle, creamer, sugarbowl	1 set
Plastic mixing bowls and basins	4
Serving bowls	4
Colander, coffee pot, saucepan, ladle	1 each
Baking tins	2
Frying pan	1
Cookie cutters	12
Towel rack	4
Egg beaters	4
Rolling pins	4
Wooden spoons	6
Measuring cups and spoons	2
Small plastic containers for salt, dough, etc.	4
Muffin tins	2
Double boilers, sifters	2 each
Cookie Sheets	4
Dish cloths	6
Dish towels	4
Sponges, brooms, mops, dustpans	2 each
Plastic aprons, to protect clothing	4
Tablespoons	6
Large saucepan 4 qt. with lid	1

Small saucepan 1 qt. with lid	1
Can opener, vegetable peeler	1 each
Paring knife, butcher knife, strainers-large and small	1 each
Potholders	4
Rubber spatula	3

Doll Play:

Dolls (Indian and other):	
Baby, washable, older	
Wash cloths	4
Soap dish	1
Towels	6
Plastic aprons to protect children's clothing	2
Blanket, doll	2
Doll nursing bottle	6
Doll clothes	Assorted

Dress Up (Include for male role)

Lengths of material (sq.yd.) washable cotton	6
Shoes, hats (for men and women)	Several
Stethoscope	2
Pocket books	Several
Kits of supplies used by fathers in work	Several
Shoe shine box	1
Jewelry	Assorted
Telephones	2
Shopping bags, neck ties, lunch boxes	

WOOD WORK

Equipment:

Work bench 22" x 42" top	1
Tool board	1

Tools:

Brace, ratchet	1
Bits, 1/4", 1/2"	1 each

Hammer, carpenter's 13 oz.	3
Hand file, medium	2
Pliers, 6"	2
Saw, 16" crosscut	2
Screwdriver, flat 1-1/4"	3
Square, Tri 6"	1
C Clamp 4"	2

Supplies:

Nails, assorted sizes	10 lbs. or more
Wood, soft pine in assorted sizes: 1/2" x 1/2" x 36"; 1" x 1/2" x 36"; 6" x 1/2" x 36"; 1" x 1" x 36"; 2" x 2" x 36"; 4" x 1/2" x 36".	Several
Wire	4 balls
Roofing tins	400
Wheels	2 gross
Muffin tins for nails, etc.	4
Magnets	4
Screws	10 dozen
Dowels - assorted sizes	4 dozen
Carpet tacks (box)	8
Corks	40
Cup hooks (box)	48
Rope and string, pieces of leather for hinges	
Paint brushes 1" wide	12
Ice Tea holder with paint jars, for painting woodwork	2
Sandpaper (Assorted)	
Elmer's glue	
Dust pan	1
Hand brush, broom	1 each
Apron to protect children's clothing when painting woodwork	2

MUSIC, RHYTHMS, DANCE

Equipment:

Autoharp	1
Drums, barrel 12"	2

Instruments (best individually selected)	
Rack for records	1
Record player, portable for children & staff	2
Recorder tape, Morelco, cartridge	1
Records, carefully selected	25-30

BOOKS

Equipment: (See Furniture)

Supplies:

Books and pictures should be carefully selected and the content related to the children's experiences and interests. Many can be made and illustrated by the children and teachers working together.	50-80

CREATIVE ARTS: (Quantity for 9 months-approximate)

Equipment:

Easel, chalkboard 3' x 4'	1
Easel, paint, double	2
Rack for drying children's painting (Also see Furniture)	1

Supplies:

Paints, Tempera, dry, red, blue, green, yellow, black, white, brown, purple, turquoise, orange.	20 cans of red, blue, green, yellow, 12 cans of remainder
Finger paint (can be made with starch and tempera paint)	2 cases liquid starch
Brushes, long handle, sturdy, 1/8", 1/2", 1/4", 3/4".	18 or more (assorted size and stiffness -- not watercolor)
Collage material: odds and ends of cellophane, tinfoil, feathers, ribbon, lace, wallpaper, cloth, cotton, felt	Variety
Clay boards (if top of table not used)-masonite	8 or 12
Paste (can be made)	6 quarts

Crayons (1 dozen box) 3/8" diameter	20
Easel paper, ream (newsprint)	8
Glazed shelf paper 16" x 22"	4 rolls
Manila paper - 9" x 12" (1 ream) pkg.	16
12" x 18" (1 ream) pkg.	4
Construction paper (Color) 9" x 12"(100 sht.pkg.)	14
12" x 18"(100 sht.pkg.)	22/3
Finger paint paper (if used)	5 pkgs.
Pipe cleaners (colored assorted sizes)	6 boxes
Brown paper (Project roll 24")	3/3
Potter's clay (50 lb. can)	200 lbs.
Tongue blades	1 box (500)
Sponges (for cleaning up)	4 dozen (2/3 case)
Soap flakes (Ivory Snow or Flakes, Tide)	2 dozen boxes - large size
Food coloring - red, blue, green, yellow	1 pint of each color
Paper punch	2
Plastic paint jars with covers	32
Plastic clay pail with cover	1
Plastic containers for finger paint	6
Plastic containers for paste	4
Scissors 6" pointed	12
Scissors (teacher)	1
Colored chalk (large)	2 gross
Payons	12 boxes
Magic markers - red,green,blue,black,orange, purple,brown	4 of each color

QUIET ACTIVITIES

Equipment:

(see Furniture)

Supplies:

Manipulative materials, table games:	
Picture lotto games (animals and other subjects related to child's experience)	4
Puzzles, wooden inlay (subject related to child's experience) 12 to 20 pieces	10-12
Form boards	6-8
Puzzle rack	1

Hand puppets	Set of 5
Nuts and bolts	15-20
Pipe fittings, 3/4" pipe, elbows, tees, unions, 4" and 6" nipples	Assortment
Flannel board, with pieces of flannel	1
Hole puncher	1 or 2
Scraps of different colors and textures, e.g., fur, wool, velvet, etc.	
Miniature furniture and family sets	2 each

SCIENCE

Equipment:

Aquarium	1
Cage for animals	1
Globe 18"	
(Also see Furniture)	

Supplies:

Magnifying glass	4
Magnets, horseshoe, bars, each	4
Prisms	2
Dry cell batteries	4
Bell, light, switch	2-4
Balance board with fulcrum about 6" high	1
Balance scale 1 or 2 oz. weights	1
Large thermometer	1
Flower pots (small)	1 per child
Seeds and bulbs	Assorted
Watering can	1
Water play - corks, wood, small boats	Assorted
Large and small funnels	2 or 3
Rubber tubing 1/2"	3 ft. (approximately)
Measuring cup	2 or 3
Fish and turtles	2 or 3
Animals, pets	Several
Photography tray,(large) plastic	1

MISCELLANEOUS

Supplies:

Scotch tape, narrow	2 dozen rolls
Masking tape	4 rolls
Stapler and staples	1 per room
Plastic mending tape, 1/2" red, brown, blue,green	3 dozen of each color
Shelf hooks	1 dozen cards (24)
Kleenex	1 case
Thumb tacks	1 box per room
Rubber bands	1 box per room
Tacks	3 pkgs. per room
Brown paper bags	100
Paper clips	6 boxes, large; 6 boxes, small
Yard stick	1 per room
Rulers	3 per room
Tagboard, assorted colors	50 per room
Yarn	Sufficient

FURNITURE AND OTHER EQUIPMENT

Equipment:

Basket, waste - round	4
Blanket, cotton,(for full day, one session, with cots for 20 children)	30
Blender, Osterizer (for children's cooking experiences	1
Bulletin Board	1
Cabinet, storage, 2 units each, 12" x 24" x 48", (for creative arts, quiet activities, woodwork, music, housekeeping areas)	
Where shelving is built in along one wall	3 units
If not	5 units
Cabinet, file, 2 drawer, locked	1
Cabinet, teacher's storage unless built in (for personal belongings, extra supplies)	1
Camera, Poloroid, including wide lens attachment	1
Chair, rocking, child (2 for housekeeping area, one for library book area)	3
Chair, rocking, adult	1

Chair, stacking, 12"	17
Chair, stacking, 18"	4
Cots, aluminum stacking (if full day, one session 20 children, provide sheets also)	22
Hot plate - 2 burner, electric skillet, toaster, oven rotisserie, refrigerator, small with ice cube maker, electric (for children's cooking experiences in their room)	1 each
Library unit (for book area)	1
Projector, slide (if not available in school)	1
Rug, 15' x 12' (depending on size of classroom)	1
Storage shelves (for blocks) 42-3/4" x 38-1/4", divided into sections	3
Storage unit (lockers) 54" x 48" x 15" (to be placed in corridor if possible, for children's clothing and treasures) 4 unit	5
Table, 21" x 24" x 36" (2 for creative arts; 2 for quiet activities, science; 1 for housekeeping areas)	5
Table, round, 30" diameter, 21" high for library-book area	1
Tables, 21" x 24" x 24", for food service, housekeeping area, other creative needs	2

OUTDOOR, AREAS OF ACTIVITY (One outdoor area can be used alternatively by two groups of children.)

CLIMBING AND BUILDING

Equipment:

Barrels, Keg 10" x 14"	8
Blocks, large, hollow, wood, with boards, set	28 squares; 16 double squares; 16 half squares; 4 ramps; 8 boards 5/8" x 22"; 8 boards 3/4" x 5-1/2" x 44"
Boards, walking, heavy duty with cleats, 6'	6
Climber, junior arcade	1
Ladder, 4' x 13', aluminum	5
Sawhorses, 24" high x 24" wide, aluminum	8

Supplies:

1-1/2 yd. length of material of solid colors:
black, red, blue,green, yellow, orange.
Washable cotton.
Train signals
Caps - engineer, fireman, etc.
Lengths of rope
Large tube (for gas)
Dowel sticks for pieces of material
Bells attached to wood
Wheel (steering)
Ticket punch - paper for tickets

SAND PLAY

Equipment:

Sand pit, 15" x 15"

Supplies:

Sand
Interlocking trains
Tub boats (flat bottom)
Roofing boards, flat pieces wood, assorted shapes and sizes
Sieves
Strainers, heavy colored plastic
Colanders, heavy colored plastic
Jello molds
Muffin tins
Sugar scoops
Pails and shovels
Wooden bowls and spoons
Butter molds (big)
Painted cans
Pots and pie pans

HOUSEKEEPING AND LAUNDRY

Supplies:

Clothes pins
Line
Soap (cake)
Material to wash, and to wrap dolls in
Dolls
Tubs and washboards
Waterproof aprons

SCIENCE, QUIET ACTIVITIES, MUSIC

Equipment and Supplies:

Wooden box with top
Prisms
Magnets, nails, screws, locks
Magnifying glass
Jars for worms, flies, butterflies, etc.
Small net to catch them with
Binoculars
Blanket
Books
Musical Instruments
Bells, Big drum
Tuning fork
Others, improvised

WATER PLAY, EXPERIMENTAL

Supplies:

Lengths of tubing of hose (different sizes)
Funnels (different sizes)
Boats, small (in box)
Corks
Wood
Straws for blowing bubbles
Cans with holes punched in bottom
Large tubs

Pails with handles
Paint brushes and small scrubbing brushes, cans or soft plastic mugs, icebox plastic containers.

MISCELLANEOUS

Supplies:

Baskets (bushed or metal with handles) for supplies for each area of activity
Balls
Rope
Traffic signs
Indigenous materials to culture, e.g., stick horses, saddle, sheep skins, hogan, brush shelter, outdoor oven (some could be classified as Equipment)

WHEEL TOYS

Equipment:

Wagons, steel, 34" x 15-3/4"	4
Wheel barrow, two wheel heavy duty	2

STORAGE OUTDOOR EQUIPMENT AND SUPPLIES

Equipment:

Storage boxes with locked fronts, 41" deep x 42-3/4" high x 94" long, one full shelf 28" from floor (Specifications available for construction at school.)	3

SOME SOURCES FOR PURCHASE OF EQUIPMENT AND SUPPLIES

Brunswick
Kalamazoo, Michigan
Telephone - 616-349-1521

Childcraft Equipment Co., Inc.
155 East 23 Street
New York, New York 10010
Telephone - 212-674-4736

Community Playthings
Rifton, New York 12471
Telephone - 914-658-6561

Creative Playthings
Edinburg Road
Cranbury, New Jersey 08512
Telephone - 609-448-2221
or
5757 West Century Blvd.
Los Angeles, California 90045

Greene Wood Products
47-07 Vernon Blvd.
Long Island, New York 11101
Telephone - 212-ST6-5699

Hardware, Stationery, 5¢ and 10$ Stores

SOME SOURCES FOR SECURING "BEAUTIFUL JUNK"

Millwork and Lumber companies, grocery stores

Telephone company, soft-drink companies,

Ice cream stores, gas stations and garages,

Wallpaper stores, carpet shops, tile stores,

Boat Rentals and Marinas, moving companies,

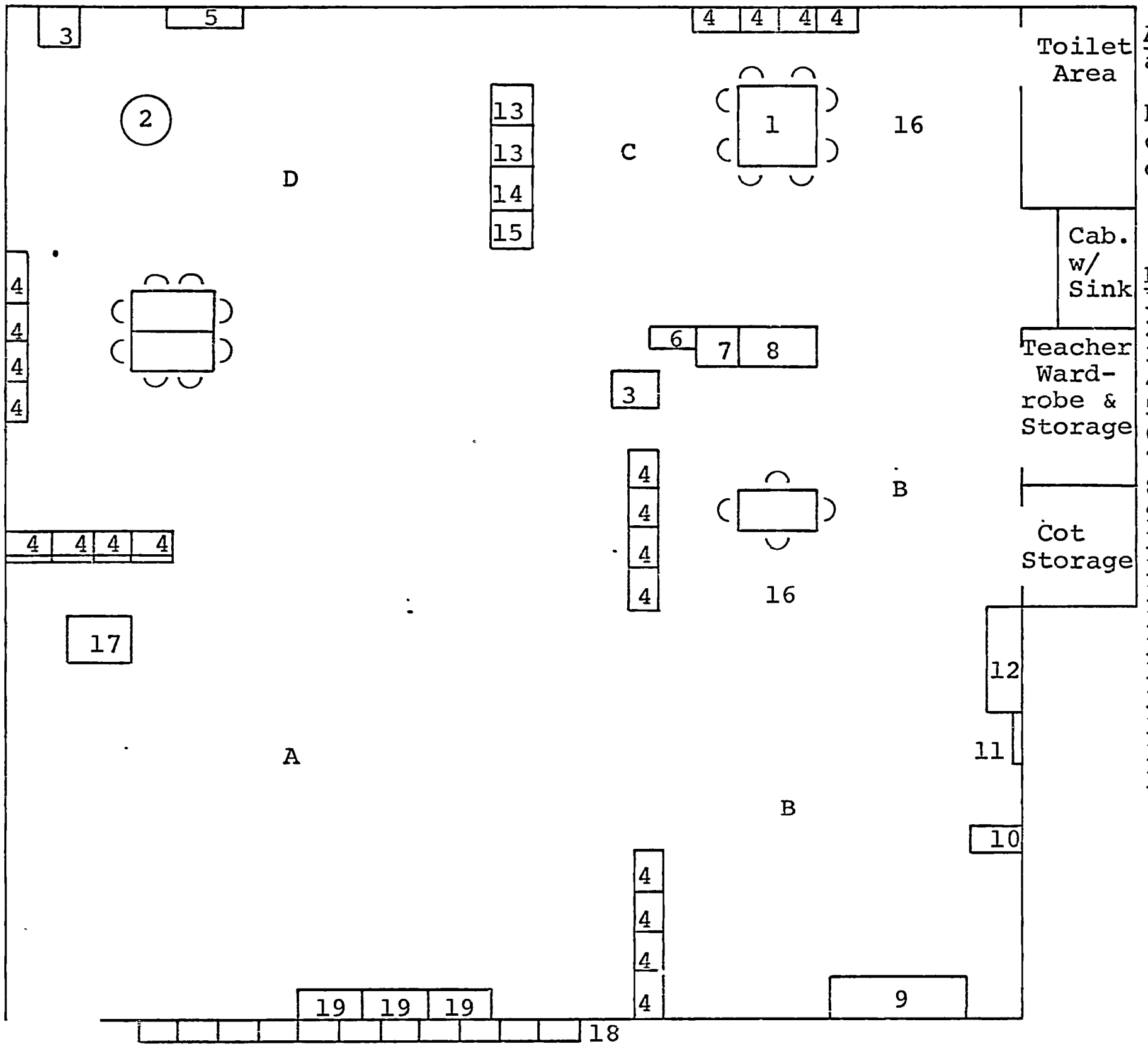
Print shops, fabric departments, home.

SOME SOURCES FOR PLANS AND SPECIFICATIONS AND IDEAS FOR CONSTRUCTION OF EQUIPMENT AND SUPPLIES

<u>Blueprints and Photographs</u>

Storage Boxes - Outdoor Equipment
Climber, and Double Slide
Sawhorses, Large
Crates, large and steps
Work bench - Carpentry - Sawhorse
Jumping board
Outdoor, double easel
Indoor, double easel
Outdoor sandbox with hinged top
Sand toy cupboard
Ironing Board, play
Children's lockers
Shelving for Equipment, long
Shelving for Equipment, short

SUGGESTED USE OF SPACE INDOORS

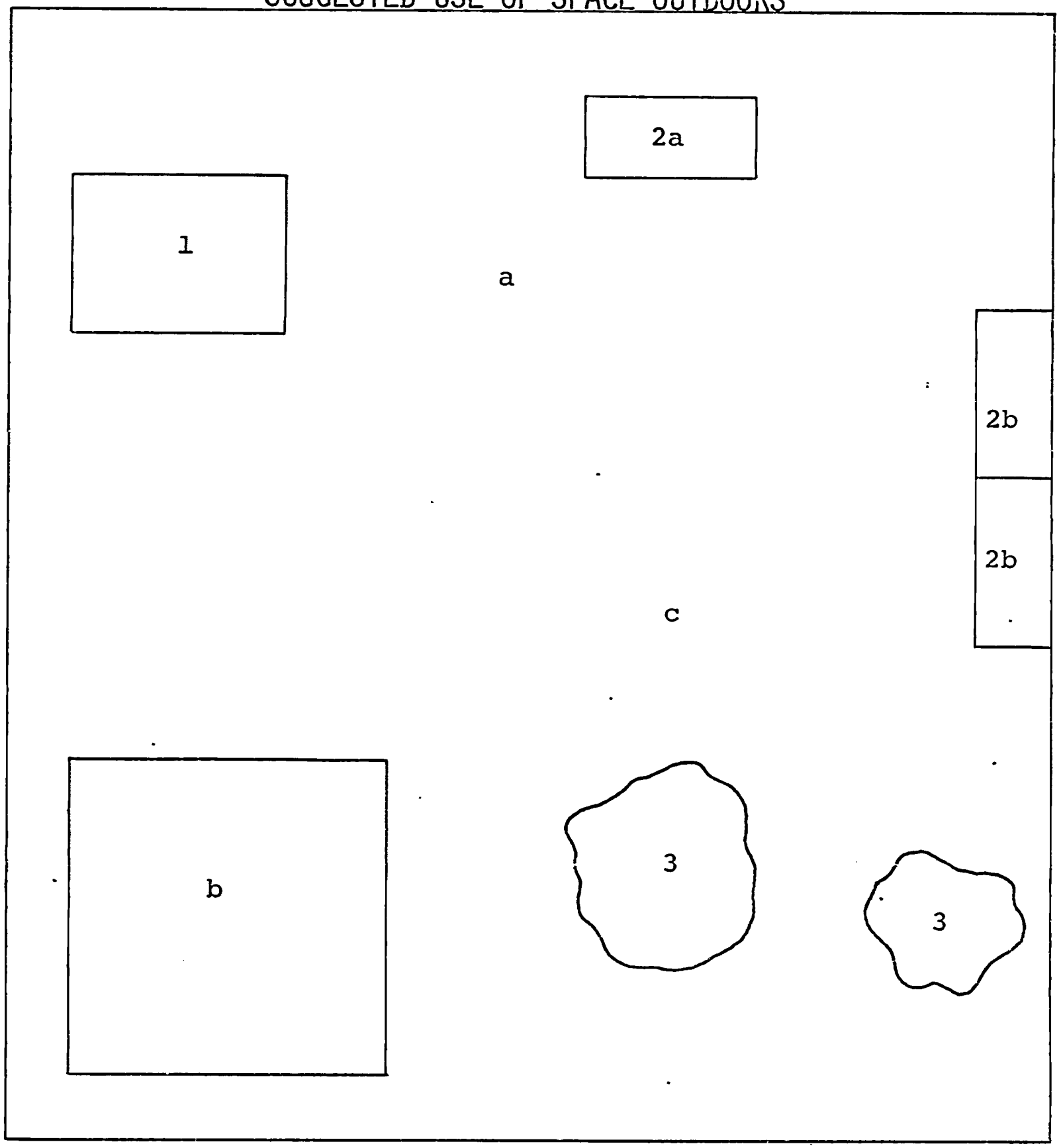


AREAS:
a. Block building, Music, Woodworking
b. Housekeeping
c. Creative Arts
d. Books, puzzles, games (Quiet activities) Science

EQUIPMENT:
1. Table, 36"x24"x21"
2. Table, 30" dia.
3. Table, 24"x24"x21"
4. Cabinet, 24"x48"
5. Library Display
6. Dish Cabinet
7. Stove, Play
8. Sink unit, Play
9. Bed, Doll
10. Cradle, Doll
11. Mirror
12. Dress-up Unit
13. Double Easel
14. Rack for Painting
15. Chalk Board Easel
16. Chairs, 12"
17. Chairs, Rocking
18. Children's Locker
19. Storage, Blocks

KINDERGARTEN INDOOR WORK-PLAY AREA: Functional Area - 1,000 sq. ft.
Total Area - 1,200 sq. ft.

SUGGESTED USE OF SPACE OUTDOORS



AREAS OF ACTIVITY:

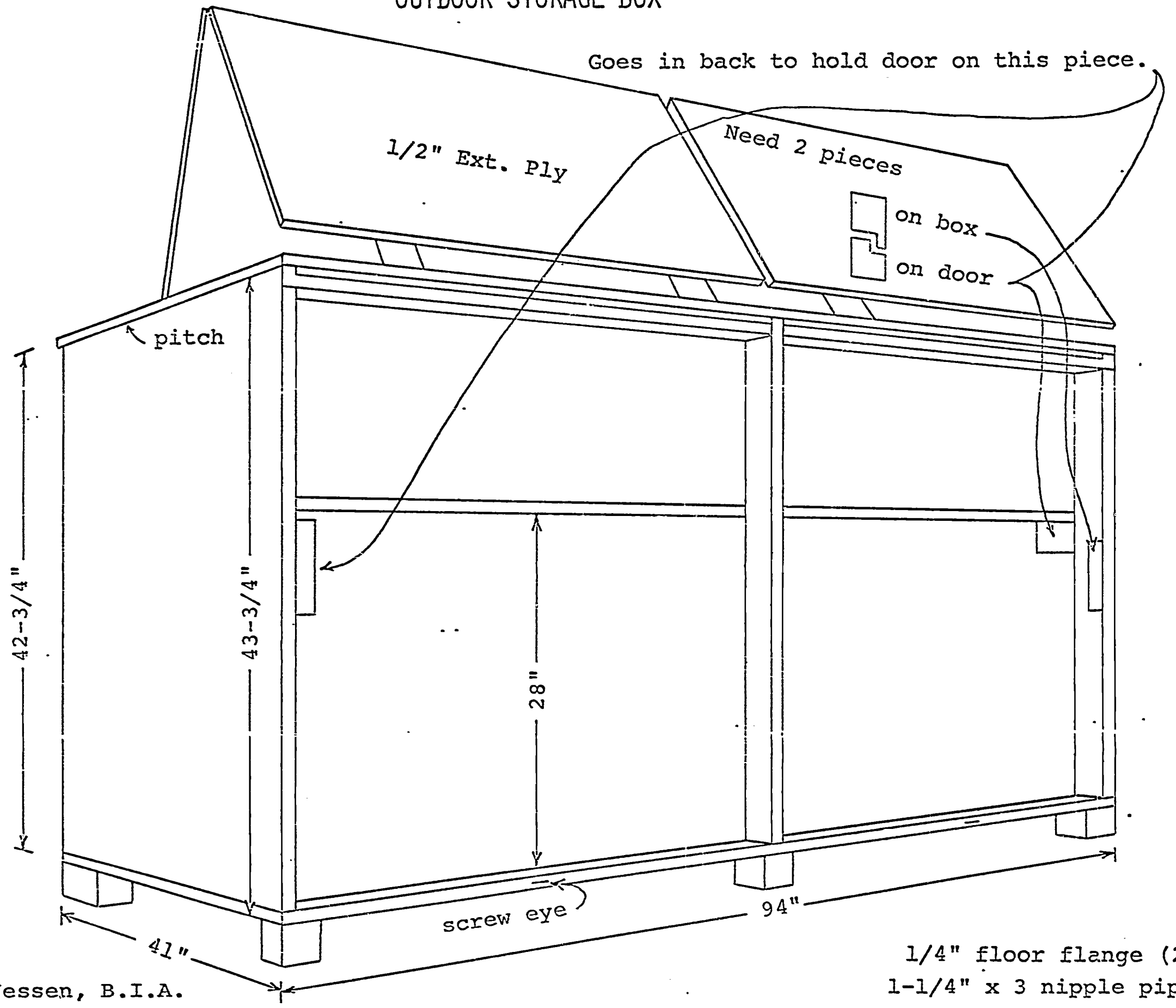
a. Climbing and building
b. Sand play
c. Hollow blocks, building, housekeeping, laundry, quiet activities, water play, Indian structure indigenous to community.

EQUIPMENT:

1. Climber
2a. Storage Box, board walking, saw horses, wheel toys, ladders.
2b. Storage box, large hollow blocks with boards, kegs, accessories for activities in area.
3. Structure indigenous to Indian community.

KINDERGARTEN OUTDOOR WORK-PLAY AREA: 4,000 sq. ft.

OUTDOOR STORAGE BOX



1/4" floor flange (2)
1-1/4" x 3 nipple pipe

Mariana Jessen, B.I.A.

STORAGE FOR OUTDOOR EQUIPMENT

Storage Boxes - with locked fronts, 2 doors hinged on top* or could be hinged from side and top and bottom shelves.

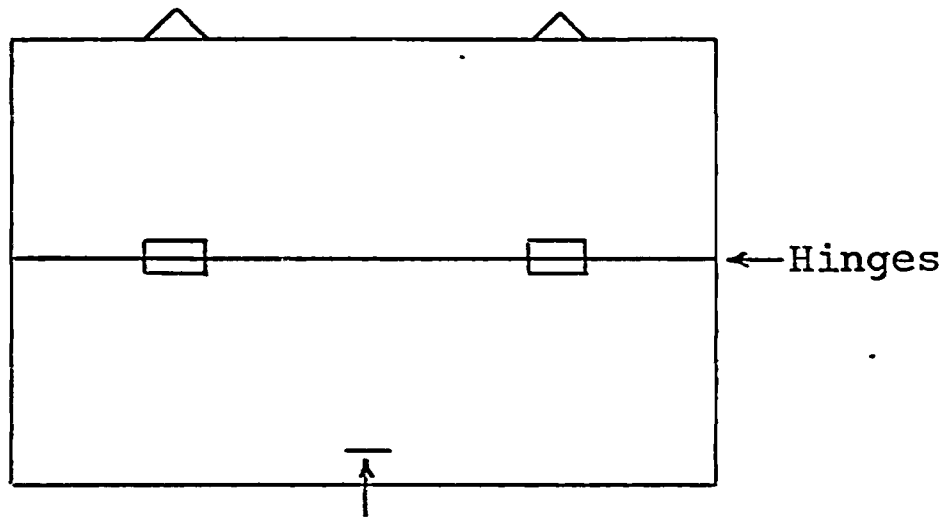
Dimensions - (see photograph)

Materials Needed

4 pc. 2 x 3 90-1/2" for top and bottom
4 pc. 2 x 3 42-3/4" for back
4 pc. 2 x 3 39-3/4" for top and bottom cross piece
2 pc. 2 x 3 43-3/4" for front
2 pc. 3/4" exterior ply for sides, 39-3/4" x 43-3/4"
1 pc. 3/4" exterior ply for back, 42-3/4" x 94"

Bottom and top shelf 1 x 12 white pine or plywood also 12 - 1-1/4 floor flanges - 6 - 1-1/4" pipe nipples 1 pc. galvanized sheet metal or tar paper for top 42" x 96"

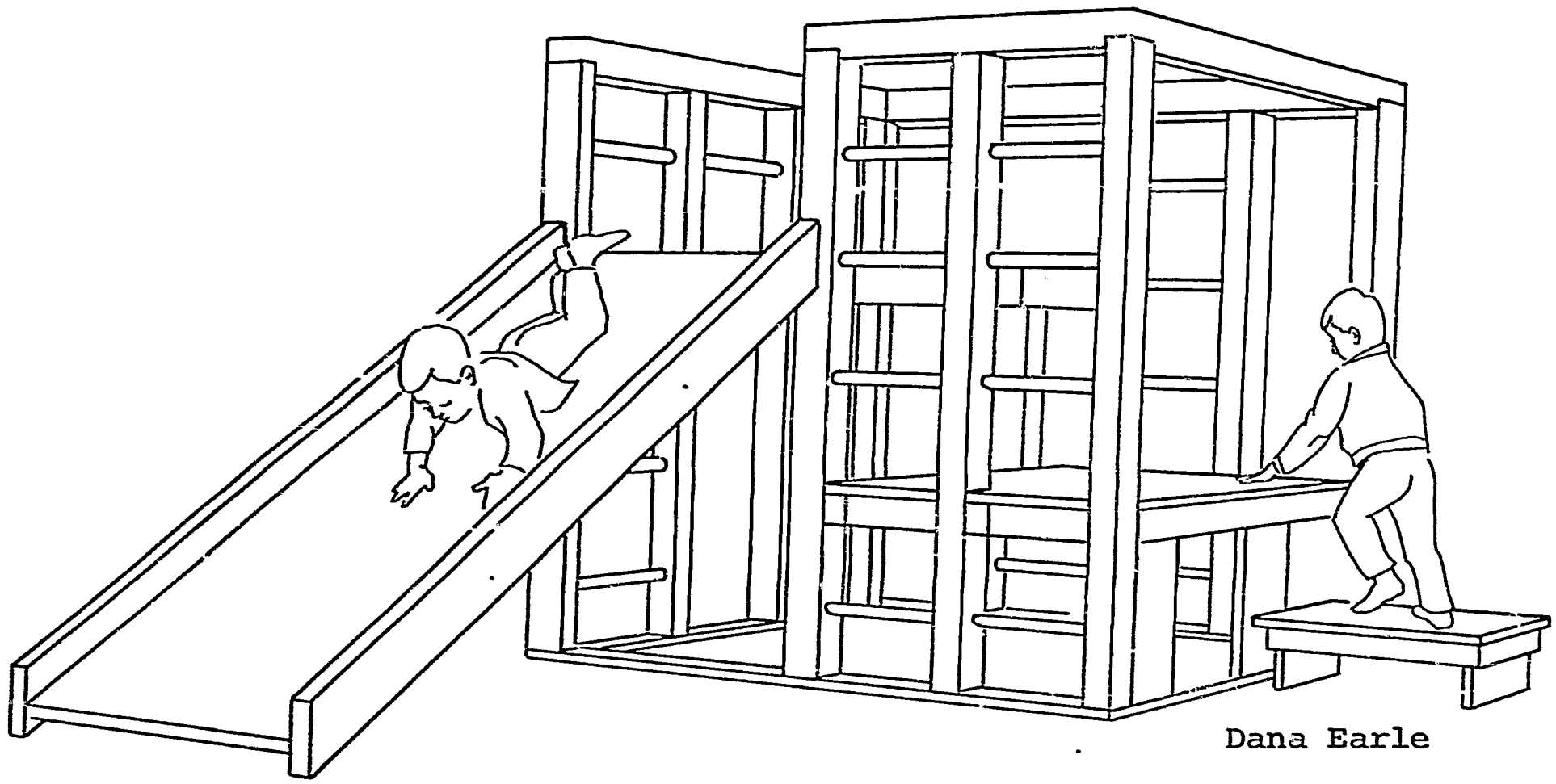
2 doors - 4 pcs. 1/2 ply from sheet 4' x 8' Sheet metal corner 2 x 2 for strength on back.



*Front hinged on top

Designed by Mariana Jessen

Back Side



Dana Earle

Designed by:
Dorothy Levens, Director, Vassar College Laboratory Nursery School, Poughkeepsie, New York

Platform Climber with Double Slide

designed by -- Dorothy Levens, Director
Vassar College Laboratory Nursery School
Poughkeepsie, New York

Dimensions:

5'8" high - 6' x 6' overall. All uprights and base are dressed fir 4" x 4"s. The base is placed on a foundation of brick. The climber is finished with a wood preservative and two coats of marine varnish. The metal rungs are painted with aluminum paint.

Lower Platform:

1' 10" from the ground
6' long, 3'2" wide
Boards (Arkansas pine 1" x 4")

Upper Platform:

2' from lower platform
Same length and width as lower platform

Two Lower Crawl Spaces without Rungs

17" x 17" x 17"

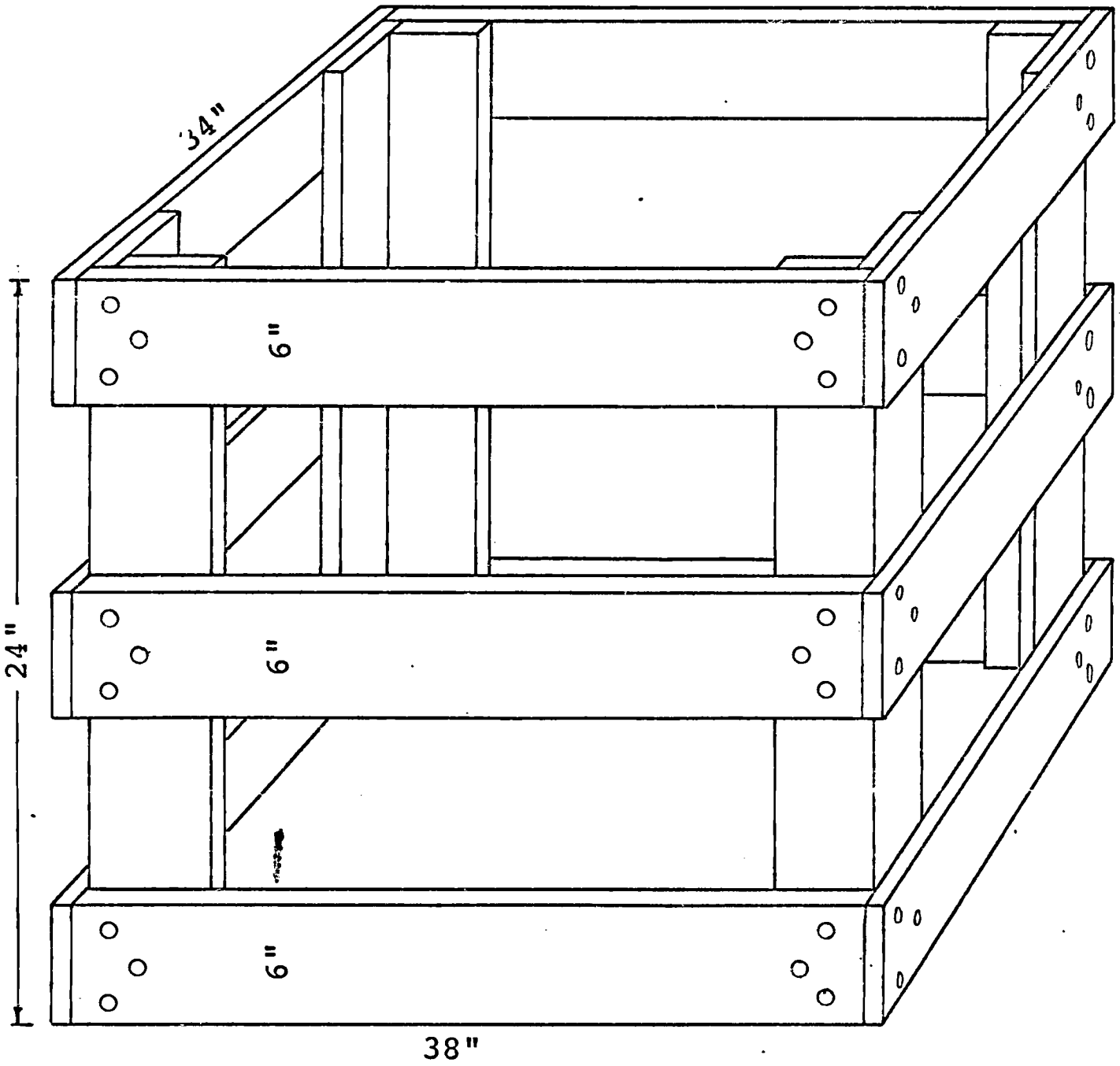
Galvanized Pipe Rungs

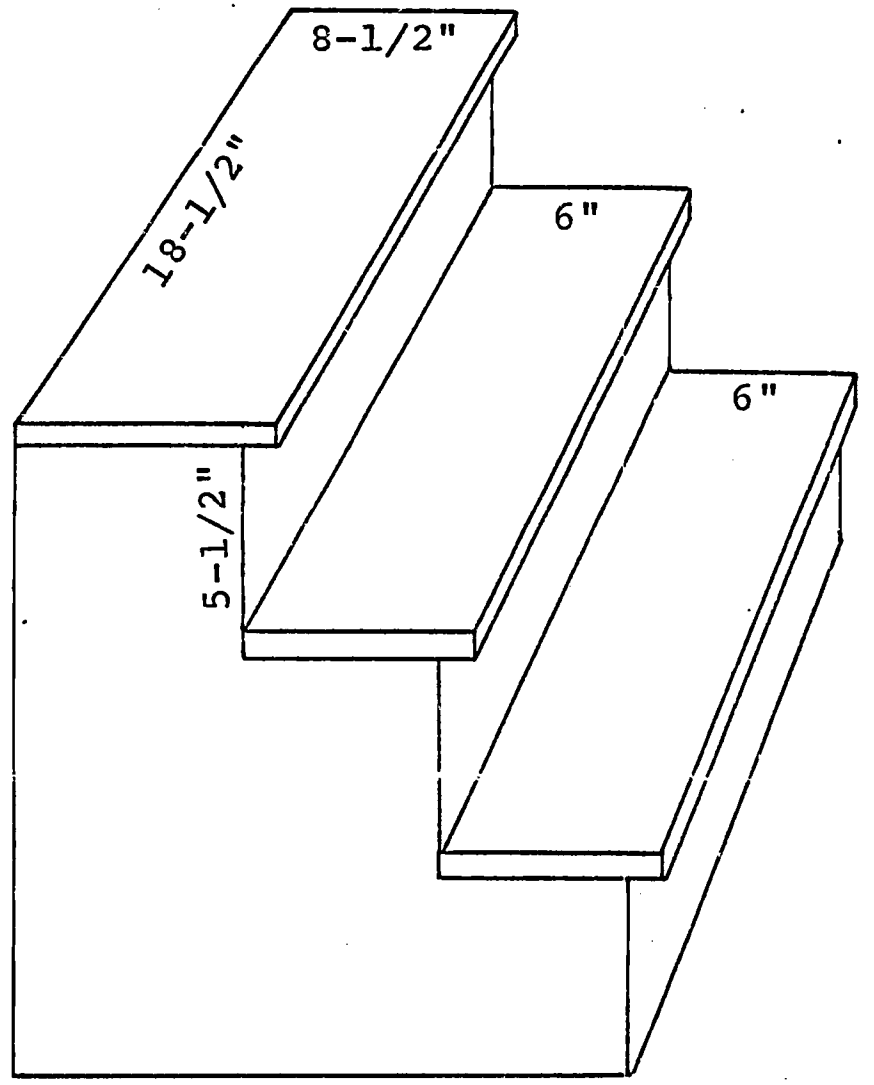
3/4" pipe
11" between all rungs
Back side rungs: 17" long
Two side rungs: 13-1/2" long

Permanent Double Slide

Galvanized sheet iron slide bed
7'6" long
2'7" wide
Metal sides: 6" high, 1-3/4" wide
Slide attached to top platform 3'7" from ground

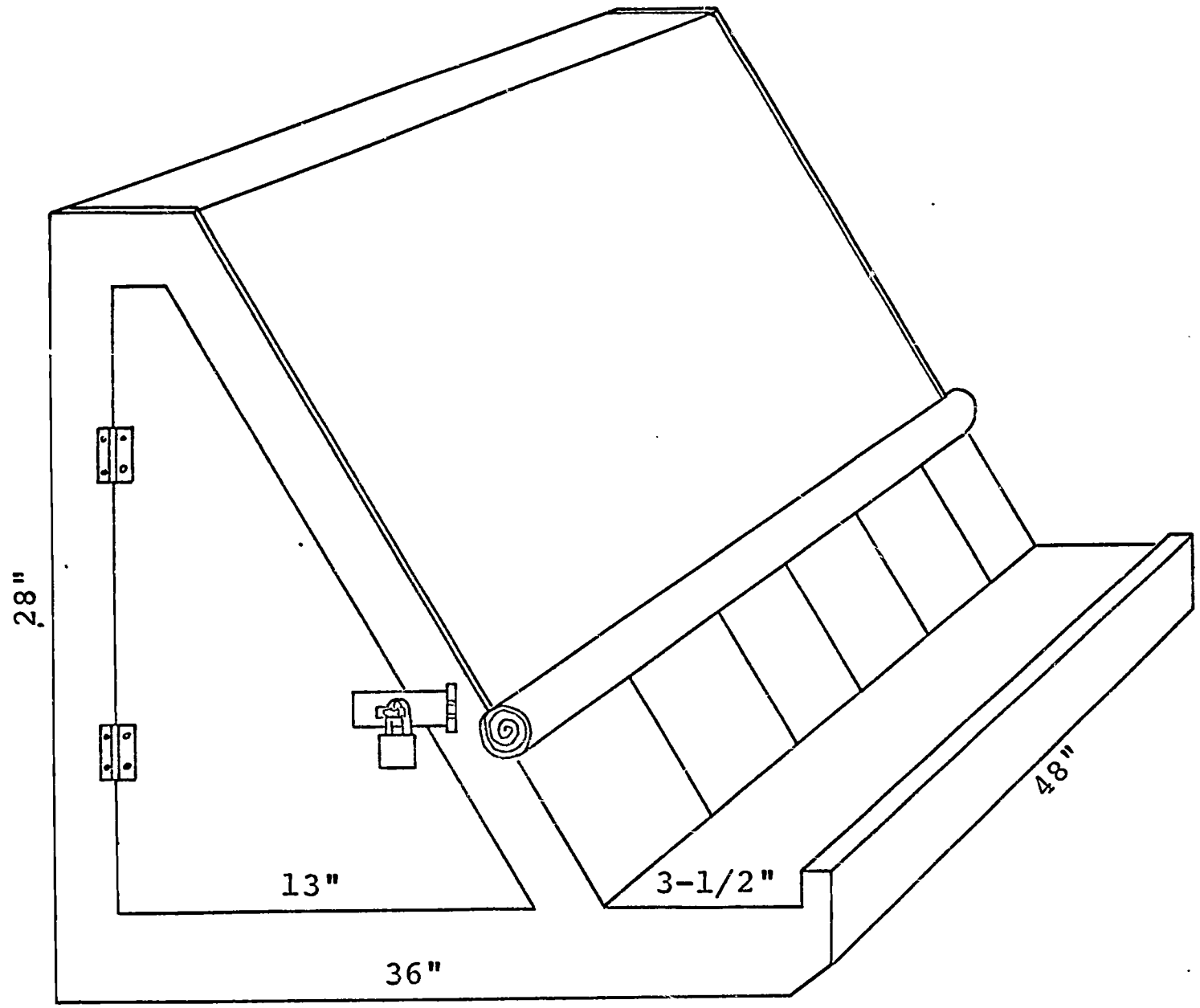
LARGE CRATE AND STEPS





Designed by:
Dorothy Levens, Director, Vassar College Laboratory Nursery School, Poughkeepsie, New York

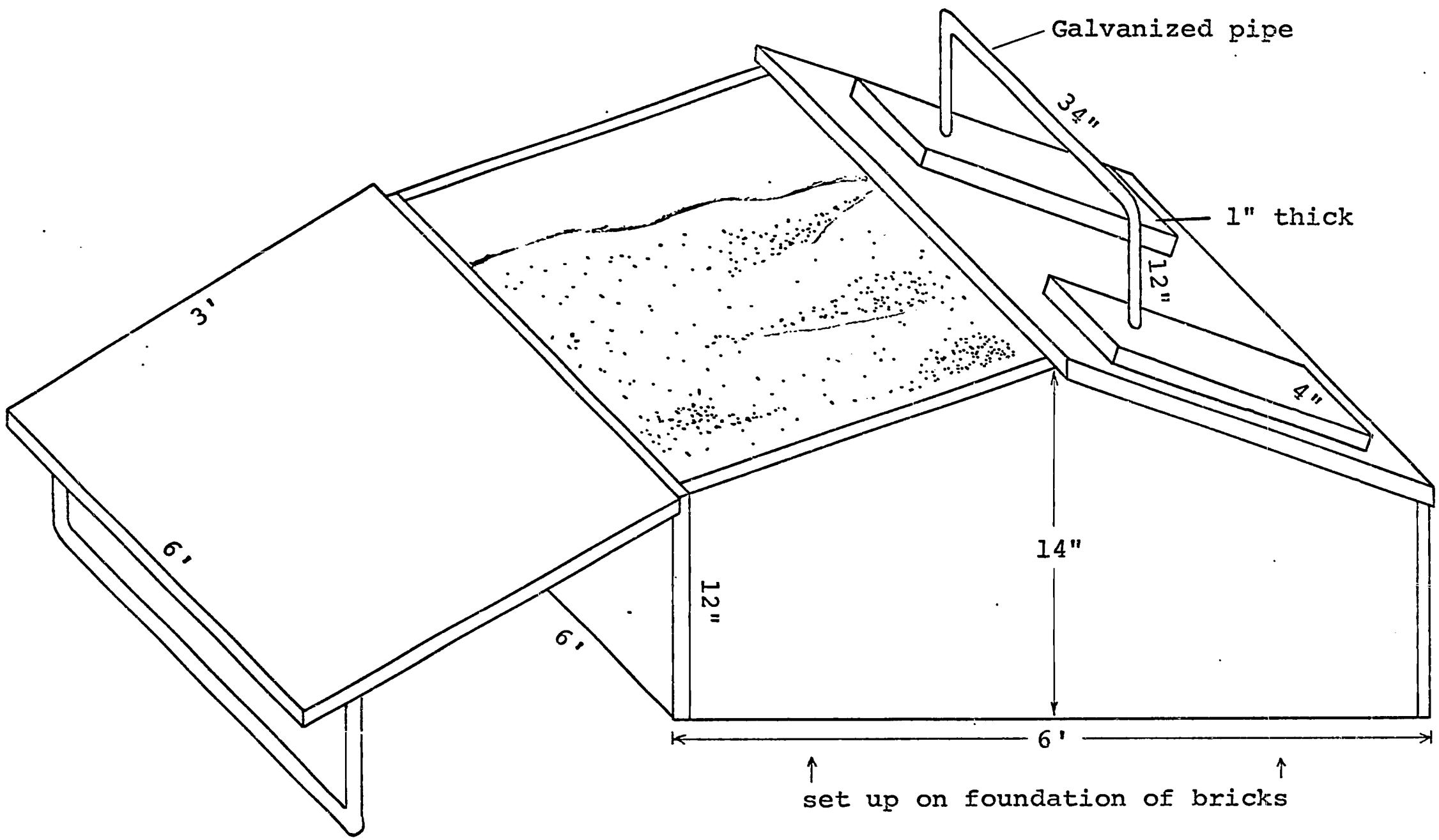
OUTDOOR EASEL



Plywood -(all weather)

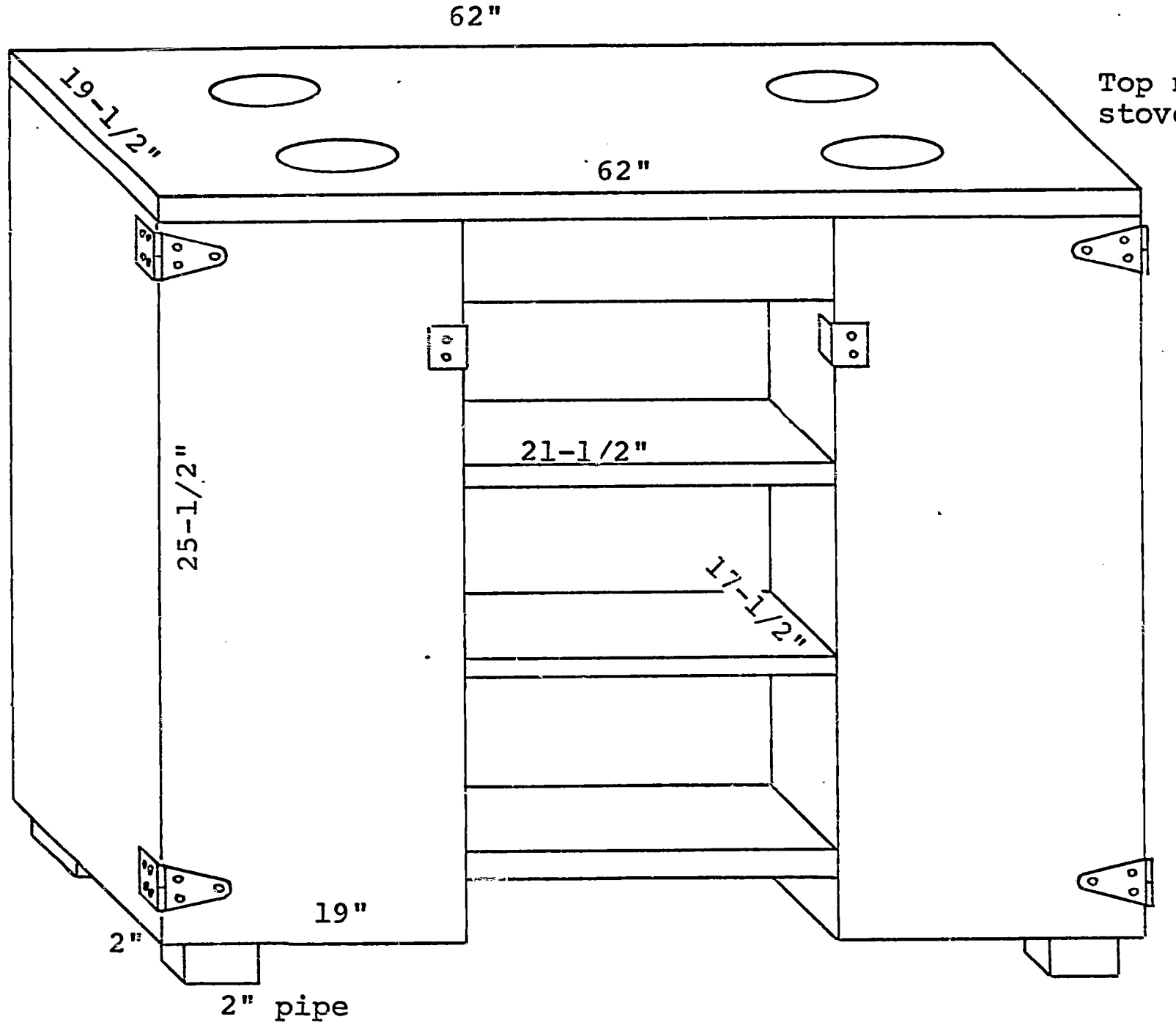
Designed by:
Dorothy Levens, Director, Vassar College Laboratory Nursery School, Poughkeepsie, New York

OUTDOOR SANDBOX WITH HINGED TOP



Designed by:
Dorothy Levens, Director, Vassar College Laboratory Nursery School, Poughkeepsie, New York

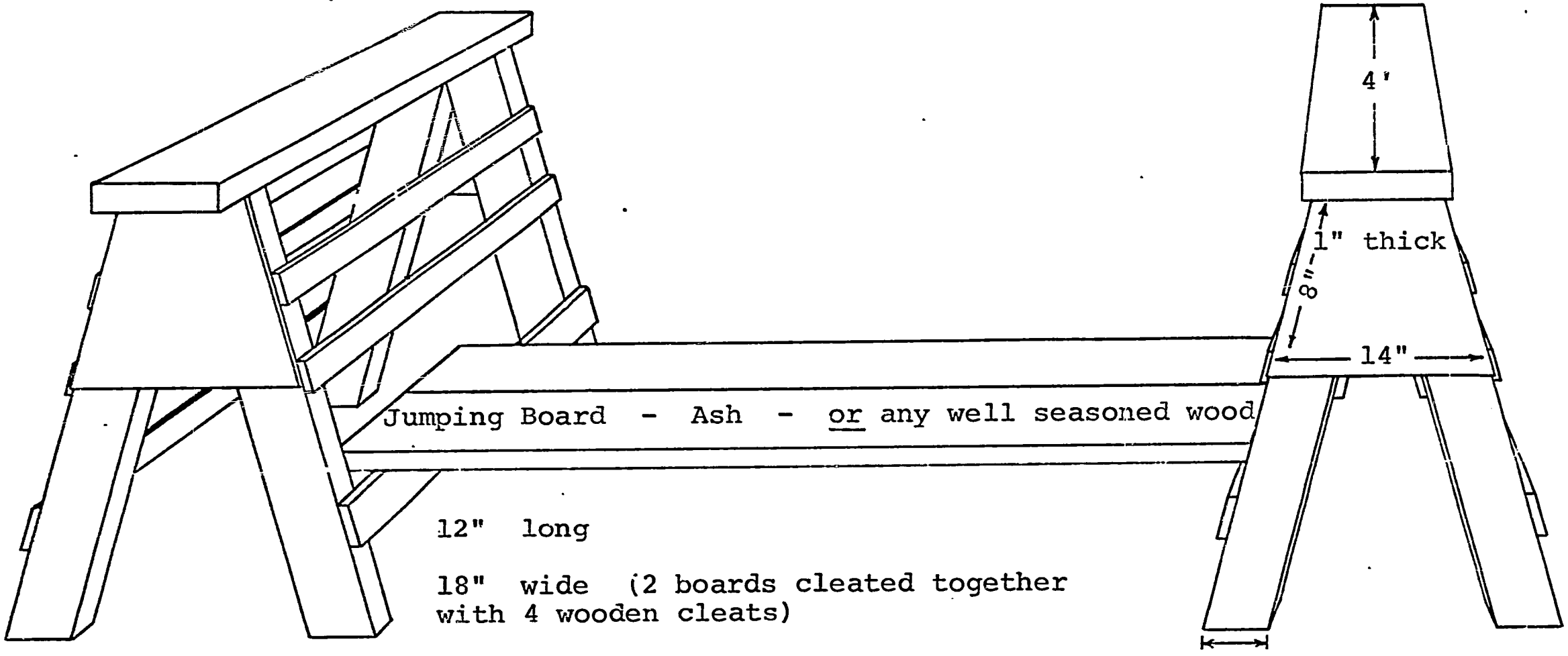
SAND-TOY CUPBOARD



Designed by:
Dorothy Levens, Director, Vassar College Laboratory Nursery School, Poughkeepsie, New York

LARGE SAWHORSES AND JUMPING BOARD

Sawhorse Top:	4'	long
	9"	wide
	1-1/2"	thick
Sawhorse:	31"	high
	26"	wide base
Sawhorse Bars:	38"	long
	3"	wide
	1"	thick
Sawhorse Uprights:	32"	long
	3"	wide
	1-1/2"	thick



Jumping Board - Ash - or any well seasoned wood

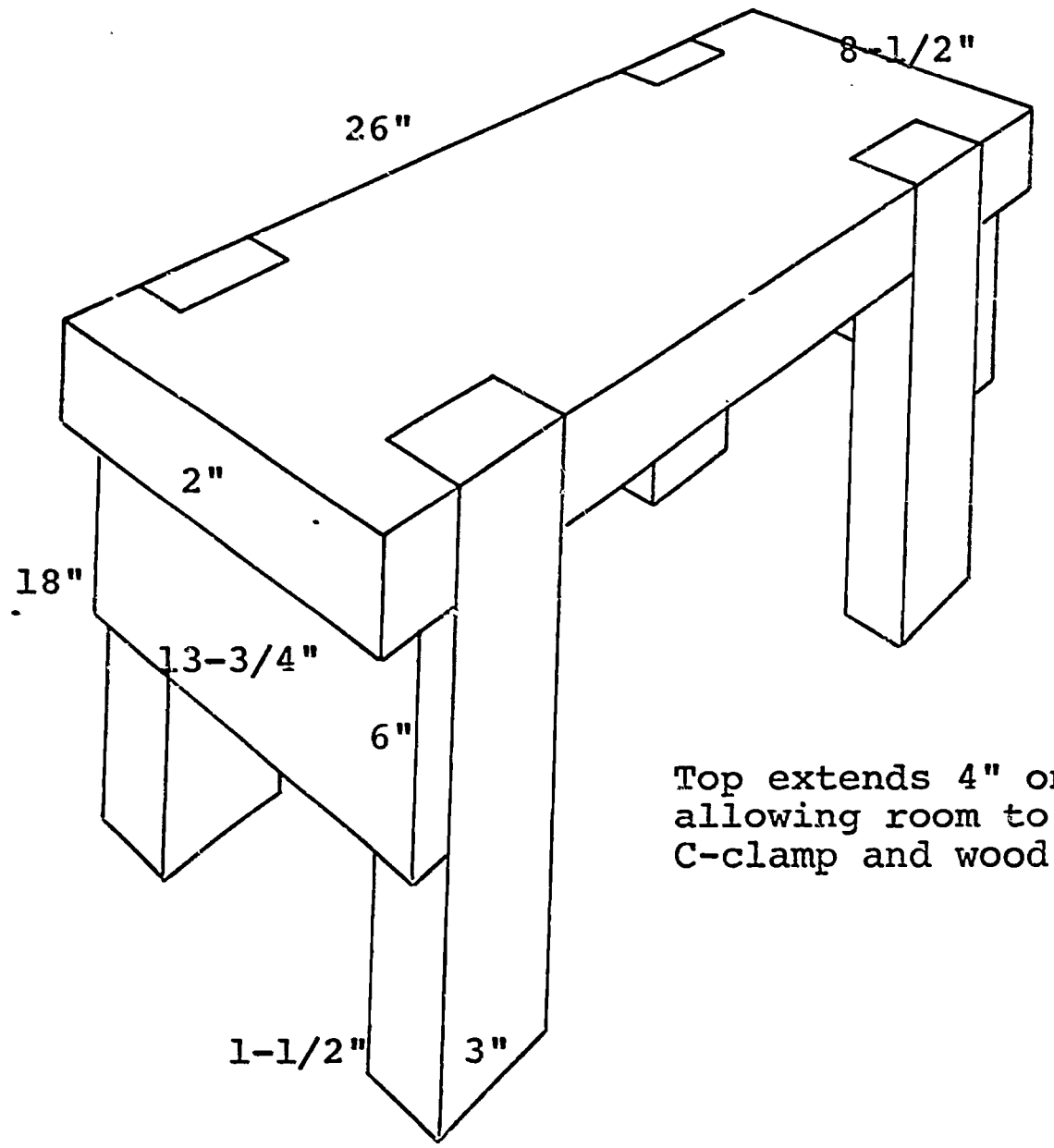
12" long

18" wide (2 boards cleated together with 4 wooden cleats)

each board 9" wide, 1" thick

Designed by:
Dorothy Levens, Director, Vassar College Laboratory Nursery School, Poughkeepsie, New York

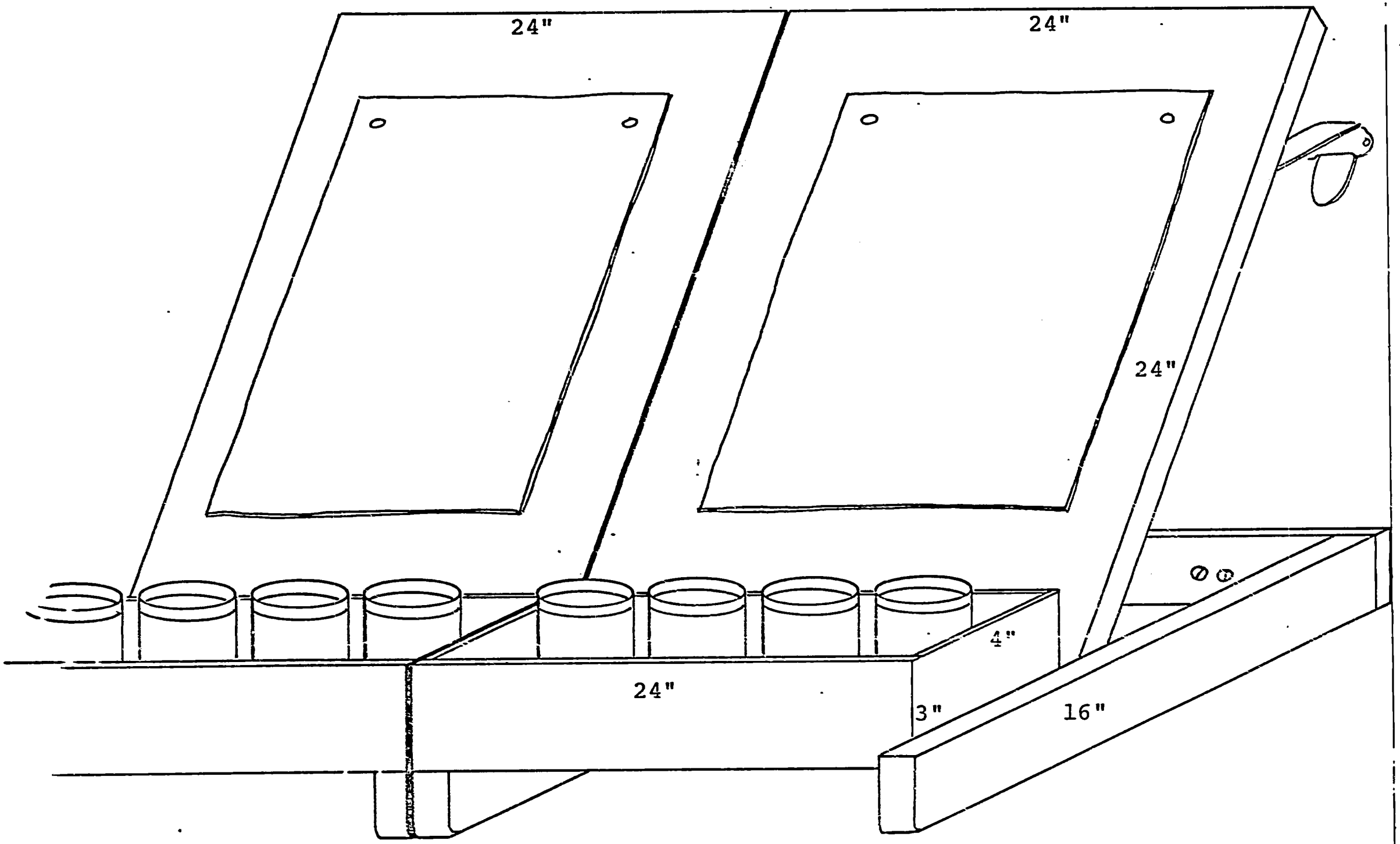
CARPENTRY SAWHORSE



Top extends 4" on each side allowing room to fasten C-clamp and wood to sawhorse.

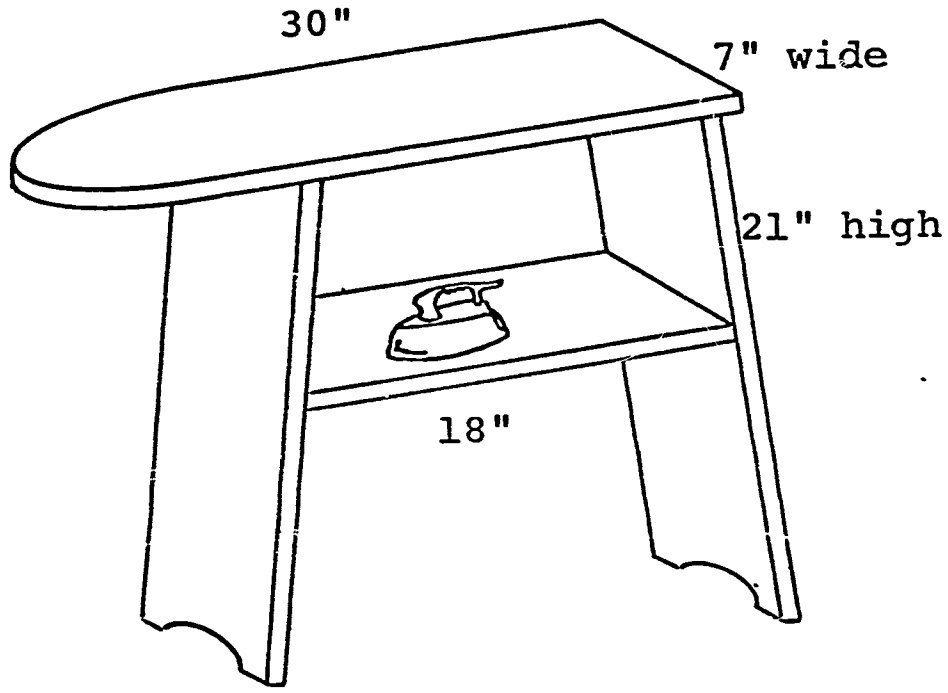
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INDOOR DOUBLE-EASEL



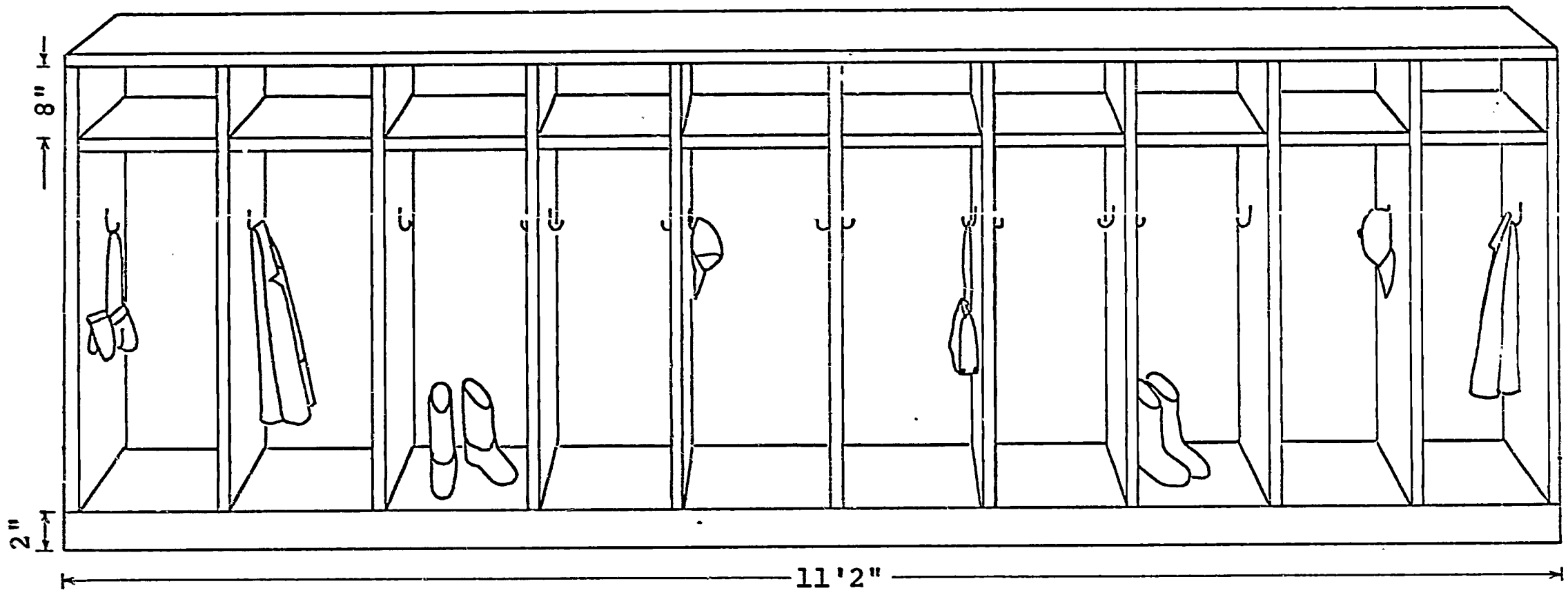
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IRONING BOARD



Designed by:
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CHILDREN'S LOCKERS

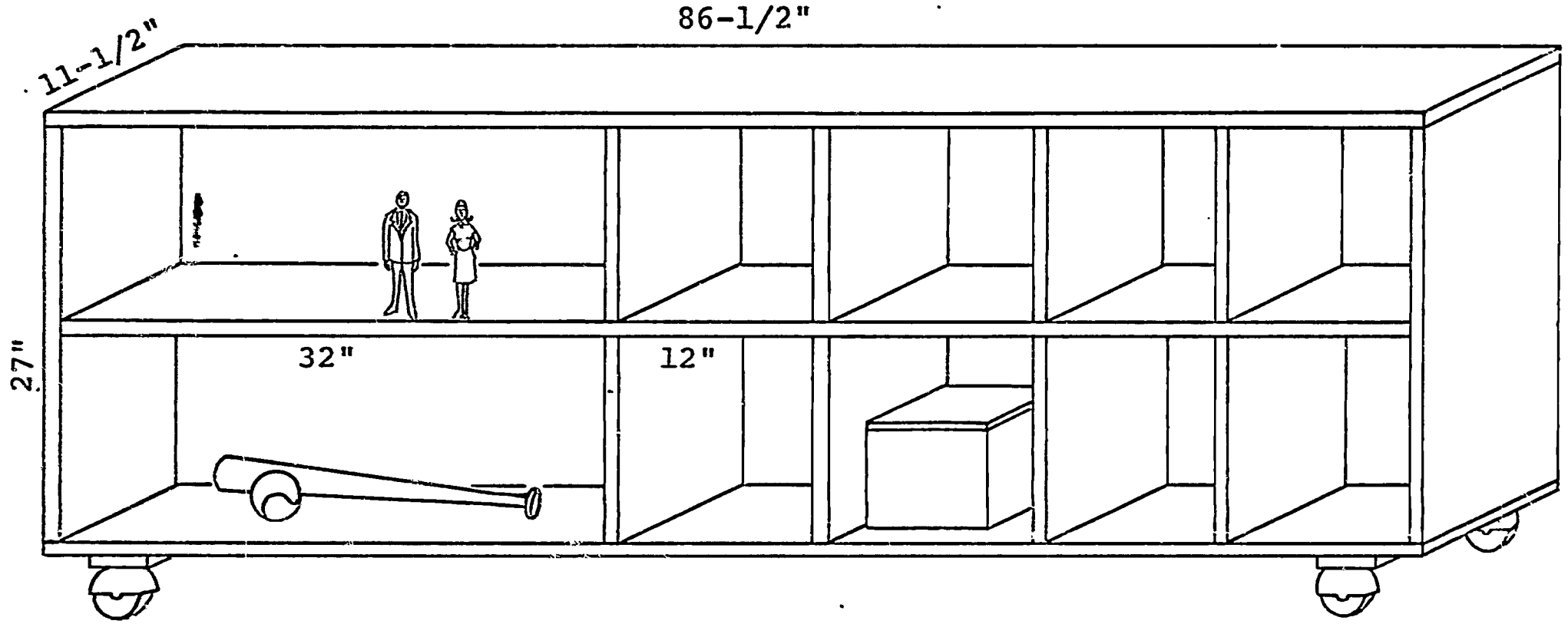


11'2" long

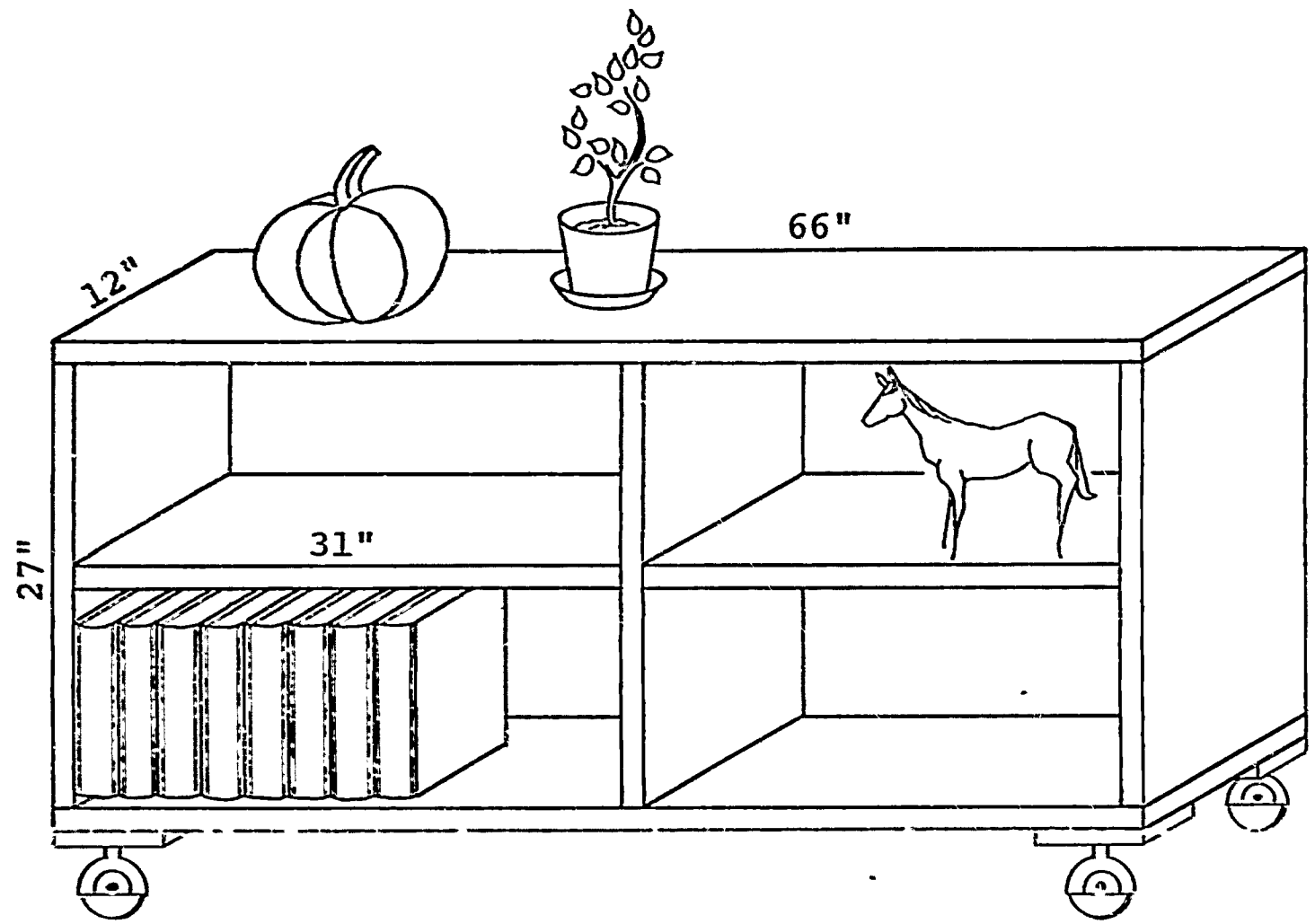
39" high

12" deep

Designed by:
Dorothy Levens, Director, Vassar College Laboratory Nursery School, Poughkeepsie, New York



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APPENDIX C

LIST OF EQUIPMENT AND SUPPLIES NEEDED FOR FOOD SERVICE IN CLASSROOM

	Number per classroom
Utility cart	1
Trays, fiberglass 14" x 18"	(Determined by number of serving tables -- 1 per table)
Casseroles, stainless steel (with cover to carry food to classroom)	(Determined by the menu of the day)
Bowls, heavy plastic Melmac 1 pint size (cereal bowls)	(Number determined by menu of day)
Bowls, heavy plastic Melmac 1 quart size	2
Pan, loaf, aluminum for flatware 5-1/2" x 9-1/4" x 2-3/4"	1
Pitchers, plastic with lids - 1 quart size	(Determined by number of tables in classroom)
Sponges, cellulose for wiping spills 5-7/8" x 3-3/4" x 1-1/8"	4
Tray, plastic, partitioned (for household cutlery) Size for extra flatware	1
Bowl, plastic (Tupperware) with lids, 1/2 pint, 1 pint, 1 quart, 4 quart size	1 set
Tumblers, plastic 6 oz.	1-1/5 per student
Flatware; Salad fork	1-1/5 per student
Butter knife	1-1/5 per student
Teaspoon	2-2/5 per student
Tablespoon	5
Plastic plates, heavy duty	1-1/5 per student + 10
Dessert plates, heavy duty 6"	1-1/5 per student
Bowls, plastic, with lids 4 oz.	10
Napkin holders, metal	(Number determined by number of tables)
Salt and pepper shakers, small size	(Number determined by number of tables)
Napkins, to fit napkin holder	
Salt and pepper	
Bread baskets 6-8"	(Number determined by number of tables)

HINTS FOR EASY SERVING LUNCH IN THE KINDERGARTEN CLASSROOM

1. Determine the number of tables to be used and the number of people at each table. Attempt to have six to eight children with one adult at each table.

2. Have a roll utility cart available for each table in the classroom.

3. Have 14" x 18" trays available for each table in the classroom.

4. Inform the specified kitchen personnel of the number of people to be served in the classroom.

5. Indicate to the specified kitchen personnel the types and number of dishes needed for serving. This is determined by (a) the number of tables being used in the classroom, and (b) the menu being served.

6. Foods should be prepared in the kitchen in such a way that allows the child to eat comfortably. For example, meat cut in small servings, bread slices quartered, cake cut into child-size pieces (2"x2"). Food served together should be mixed together. For example, spaghetti sauce should be mixed with the noodles.

7. Food should be sent to the classroom in appropriate containers with a covering over them. Child-size serving bowls and utensils should be included.

8. Foods should be delivered to the classroom approximately ten minutes before serving time.

9. Set trays up with number of serving bowls and plates to accomodate the menu. Place appropriate serving utensils in the serving dishes.

10. Fill bowls, plates, etc., with food and roll the filled carts into the classroom.

11. An adult should remove all food from one tray and place on a table.

12. Children are to pass bowls and serve themselves, then place bowls in the center of the table. Children should feel free to ask for and have as much they can comfortably eat.

13. After all the children have served themselves, a one quart pitcher should be placed on the table. Again, children should be encouraged to pour their own beverage and to pass the pitcher.

14. When a child has finished eating, he is helped to clean-up. That is, throwing paper goods away, and scraping and placing dirty dishes in designated places.

15. An adult and/or a child should return serving dishes to the cart which is then returned to the kitchen where they are washed and sterilized.

16. Cover and return unused food to the kitchen.

RESPONSIBILITIES OF TEACHER, TEACHER ASSISTANT, AND/OR PARENT IN THE CLASSROOM

1. Have the children clean the table and set it with the necessary flatware and dishes.*

2. The adult should fill the correct number of pitchers with the beverage and prepare a butter dish. The butter should be softened.

HINTS FOR EASY SERVING BREAKFAST IN THE KINDERGARTEN CLASSROOM

1. Teacher and/or teacher assistant should: order foods from specified kitchen personnel on Thursday for the following week and ask that they be delivered on Friday.

2. Teacher and/or teacher assistant should: order perishables from specified kitchen personnel one day before expected use.

3. Teacher and/or teacher assistant should: store foods properly:
   - carrots and celery sticks in ice water with lid in refrigerator
   - raisins, crackers and cereal in a dry cool place
   - bananas at room temperature
   - cheese and milk in appropriate containers in refrigerator

4. Teacher and/or teacher assistant should: double check to be sure that the necessary foods and equipment are available for the following day.

5. Teacher and/or teacher assistant should: make necessary food preparations for the breakfast meal. To simplify the food operation, do as much as possible in advance.

*See Mathematics section for Learning Experiences.

BREAKFAST MENUS

FIRST WEEK	SECOND WEEK	THIRD WEEK
Dry cereal with sugar Bananas Milk (Mon.)	Dry cereal with sugar Orange Juice Milk (Mon.)	Dry cereal with sugar Raisins Milk (Mon.)
Cheese slices Saltine crackers Grapes Milk (Tues.)	Toasted Bread Sticks Butter-Cinnamon-Sugar Fruit Cocktail Milk (Tues.)	Toast with Peanut Butter Cantalope Slices Milk (Tues.)
Peanut Butter and Jelly Sandwiches Orange Quarters Milk (Wed.)	Dry Cereal with sugar Apple Quarters Milk (Wed.)	Dry Cereal with sugar Peach Slices Milk (Wed.)
Graham Crackers Carrot Sticks Raisins (Thurs.) Chocolate Milk	Sliced Cheese Saltine Crackers Celery Sticks Strawberry Milk (Thurs.)	Hard Cooked Eggs Saltine Crackers Orange Slices Milk (Thurs.)
Dry Cereal with sugar Pineapple-Grapefruit Juice Milk (Fri.)	Graham Crackers with Peanut Butter and Raisins Red Applesauce Milk (Fri.)	Celery Stuffed with Peanut Butter Graham Crackers Milk (Fri.)

BREAKFAST MENUS

Orders for 50 Children

FIRST WEEK

MONDAY

Dry Cereal with sugar
50 small (individual) boxes
use brand that can be eaten from box

Bananas (cut in half)
5-2/3 pounds

Milk
6-1/2 gallon preferred or
50 individual cartons

Sugar
50 1 teaspoon packages

TUESDAY

Sliced Cheese Make open faced sandwiches
3-1/4 pounds

Saltine Crackers
2 pounds

Grapes, seedless
5 pounds

Milk
6-1/2 gallons preferred or
50 individual cartons

WEDNESDAY

Peanut Butter Mix with jelly
3 pounds

Jelly
3-10 ounce jars

Bread, enriched white
3-1/4, 1 pound loaves
Make sandwiches, cut slices in 1/4's

Oranges
2-1/4 dozen

Milk
6-1/2 gallons preferred or
50 individual cartons

THURSDAY

Graham Crackers
1 2/3 pounds

Carrot Sticks
2-1/4 pounds

Raisins
4-1/4 pounds

Milk, chocolate
6-1/2 gallons preferred or 50 individual cartons
1-1/2 pounds instant cocoa mix, add to milk

FRIDAY

Dry Cereal
50 individual packages

Pineapple-Grapefruit Juice
1-1/4 #10 can

Milk
6-1/2 gallons preferred or 50 individual cartons

Sugar
50 1-teaspoon packages

BREAKFAST MENUS

Orders for 50 children

SECOND WEEK

Dry Cereal
50 individual packages

Orange Juice
1-1/4 #10 can

Milk
Preferred 6 1/2 gallons or 50 individual cartons

Sugar
50 1 teaspoon packages

MONDAY

Bread, white enriched
3-1/4 1 pound loaves

Butter - cream butter with cinnamon & sugar
2/3 pound

Cinnamon - 2 tablespoons

Sugar, granulated - 3 cups

Fruit Cocktails
6-2/3 #303 cans

Milk - 6 1/2 gallons preferred or
50 individual cartons

TUESDAY

Dry Cereal - 50 individual packages

Apples - quartered
6-1/4 pounds

Milk - 6 1/2 gallons preferred or
50 individual cartons

Sugar - 50 1 tsp. pkg.

WEDNESDAY

Sliced Cheese - 3-1/4 pounds

Saltine Crackers
2 pounds

Celery Sticks
2-1/3 pounds

Milk, Strawberry
6-1/2 gallons perferred or 50 individual cartons
1-1/2 pounds instant strawberry milk mix

THURSDAY

Graham Crackers
1-2/3 boxes

Peanut Butter - mix peanut butter with raisins
3 pounds and make open face sandwiches and quarter

Raisins
1 pound

Applesauce, red
7 #303 cans; red food color

Milk
6-1/2 gallons preferred or
50 individual cartons

FRIDAY

BREAKFAST MENUS

Orders for 50 Children

THIRD WEEK

MONDAY

Dry Cereal
50 individual packages

Raisins - 1-1/2 pounds

Milk - 6 1/2 gallons perferred, or
50 individual cartons

Sugar - 50 1 teaspoon packages

TUESDAY

Bread, brown wheat
3-1/4 1 pound loaves
Peanut Butter and Jelly
See Wednesday Week I

Cantaloup
6-1/4 cut up and sliced

Milk - 6-1/2 gallons preferred, or
50 individual cartons

WEDNESDAY

Dry Cereal
50 individual packages

Peaches, slices
4 #2-1/2 cans

Milk - 6-1/2 gallons preferred, or
50 individual cartons

Sugar
50 1 teaspoon packages

THURSDAY

Eggs, hardcooked, peeled
4-1/4 dozen

Orange Slices
2-1/4 pounds

Milk - 6-1/2 gallons preferred or
50 individual cartons

FRIDAY

Celery, washed, but not cut
2-1/3 pounds

Peanut Butter - used as filling in celery
1 pound

Graham Crackers
1-2/3 pounds

Milk - 6-1/2 gallons preferred, or
50 individual cartons

RECIPES FOR COOKING WITH CHILDREN

Biscuits

1 cup of Bisquick
1/3 cup of milk (mix with fork)

Knead 8 - 10 times. Place on floured board, pat to 1/2" thick. Dip cutter in flour and cut, place on pan.
Heat oven to 450 degrees, bake for 15 minutes.

Pudding Cookies

3/4 cup of Bisquick
1 pkg. instant pudding mix, desired flavor
1/4 cups of vegetable oil
1 egg

Mix ingredients together until it forms a ball. Shape into small balls (teaspoon size) Flatten with hand, place on pan and bake.
Heat oven to 350 degrees, bake 8 minutes.

Breakfast in a Glass

1 egg
1 cup milk
1/2 cup fruit

Place in blender and blend.

Corn on the Cob - Electric Skillet

2 cups water - 20 ears Place in skillet with
1 teaspoon sugar
Control - 250 degrees F

Cover and open vents until water boils, close vents, turn temperature to 200. Cook in 15 minutes.

Pop Corn - Electric Skillet

1 cup pop corn
1/2 cup oil
1 - 2 teaspoon salt
1/4 - 1/2 cup butter

Place corn and oil into skillet, set temperature at 400 degrees F vents closed. When light goes off, turn control off and leave lid on until corn stops popping, approximately 2-3 minutes. Season with salt and melted butter. Yields 4 quarts.

Spritz

Mix thoroughly: 1 cup soft butter
2/3 cup sugar
3 egg yolks
1 tsp. flavoring (almond or vanilla) or 1/4 cup grated almonds
Work in with the hands:
2-1/3 cups flour

Force the dough through cookie press onto ungreased baking sheet in desired shapes. Bake until set...but not brown. Bake 400 degrees F. 7 to 10 minutes. Yield about 6 dozen.

Apple Juice

1/2 cup apples, peeled, cored, sliced
1 cup water
1 tsp. sugar

Place all ingredients in blender. Turn control to high and blend until no apple pieces are visible.

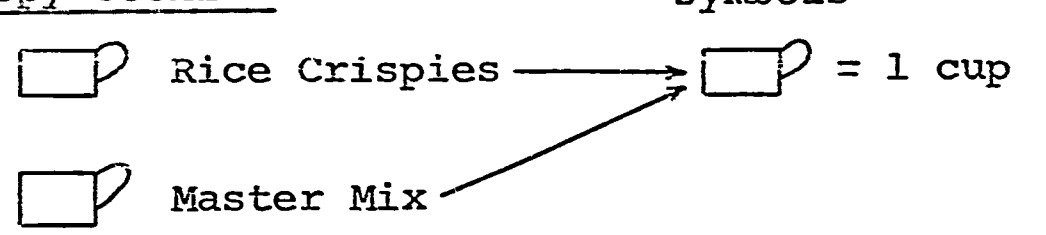
Wacky Cake

Take an ungreased square or oblong cake pan 9 x 13 x 2 and sift into it;

1 c.sugar	then add:
1-1/2 c. flour	1 tsp. vinegar
1/2 tsp. salt	1 tsp. vanilla
1/4 c. cocoa	1/3 c. salad oil
1 tsp. soda	1 c. cold water

Stir this mixture around the pan until there are no lumps then bake 30 to 35 minutes in 350 degree oven. Candy mint on top.

Crispy Cookies



Mix crispies, Master Mix and sugar. Add milk and stir. Drop by spoonful on baking sheet. Bake 375 degree oven, 10-12 min.

Master Mix

To be used for biscuits, griddle cakes, muffins, etc.

9 cups sifted all-purpose flour
1/3 cup baking powder
1 tablespoon salt
2 teaspoons cream of tartar
1 cup nonfat dry milk powder
2 cup shortening which does not require refrigeration

Sift together dry ingredients three times. Cut in shortening with pastry blender or two knives until mixture looks like coarse corn meal. Store in covered container at room temperature. NOTE: To measure the master mix, pile it lightly into a cup and level off with a spatula.

APPENDIX D

HEALTH HISTORY

NAME OF CHILD: PRESENT ADDRESS:

DATE AND PLACE OF BIRTH:

NAME OF MOTHER: AGE: OTHERS LIVING IN FAMILY:
NAME OF FATHER: AGE:
NAMES OF SIBLINGS: AGES:

WEIGHT AT BIRTH: COMPLICATIONS, IF ANY:

GENERAL HEALTH:

PAST ILLNESSES, ACCIDENTS, HOSPITALIZATIONS:

IMMUNIZATIONS: DATES: REACTION:

DPT
SMALLPOX
POLIO VACCINE SALK
POLIO VACCINE SABIN
MEASLES LIVE
INACTIVATED

TUBERCULIN TEST: DATES: RESULT:

FAMILY HISTORY: TUBERCULOSIS, DIABETES, ALLERGIES, KIDNEY DISEASE, HEART DISEASE, MENTAL ILLNESS

PHYSICAL EXAMINATION

CHILD'S NAME: _____ _____ BIRTHDATE: _____
(Last Name) (First Name)

Height: Weight:

GENERAL CONDITION AND DEVELOPMENT:

SKIN:
HEAD:
EYES:
EARS:
NOSE
MOUTH:
TEETH:
PHARYNX:
TONSILS:

LYMPH NODES:
CHEST:
HEART:
LUNGS:
ABDOMEN:
SPINE:
EXTREMITIES:
NERVOUS SYSTEM:
GENITALIA:

LABORATORY: HGB: URINALYSIS:

SUMMARY: To include abnormalities and any information, directions or comments which would be of help for this child.

DATE: _____ SIGNED: _____ M.D.

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Housing for Early Childhood Education: Centers for Growing and Learning

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Second Packet for Nursery School Teachers

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259 East Erie Street
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Washington, D. C. 20202

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Who May Have Had Little Previous Opportunity
to See and Enjoy Books

Compiled by Dorothy J. Anderson
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ABC, written and illustrated by Bruno Munari. World, 1960. $3.50.
This is a clearly drawn ABC book with whimsical touches by the artist.

BEDTIME FOR FRANCES, by Russell Hoban; illustrated by Garth Williams. Harper, 1960. $2.75.
Frances, the badger, could be a child -- the way she thinks up reasons for not going to sleep. Like a child, she's not pleased with the thought of a spanking and so does go to sleep after many interruptions.

THE BIGGEST BEAR, by Lynd Ward. Houghton Mifflin, 1953. $3.25.
Johnny solves the problem of a bear cub that becomes bigger and bigger.

BLUEBERRIES FOR SAL, by Robert McCloskey. Viking, 1948. $3.00.
Little Sal and her mother and Little Bear and his mother get all mixed up when they set out to pick blueberries.

THE CAMEL WHO TOOK A WALK, by Jack Tworkov. Dutton, 1951. $2.95.
A beautiful camel unwittingly outsmarts a tiger, a monkey, and other forest creatures who lie in wait for her. Pleasant, lilting language and a surprise ending.

CAPS FOR SALE, written and illustrated by Esphyr Slobodkina. W. R. Scott, 1947. $2.75.
While a tired peddler slept, a group of mischievous monkeys took all of the caps from his pack. The peddler's efforts to get the caps returned amuse children and make this a good story to act out.

THE CIRCUS BABY, written and illustrated by Maud and Miska Petersham. Macmillan, 1950. $3.00.
A circus elephant spends a great deal of time watching the clown family. One day she decides her baby elephant must learn to eat properly--with high chair, bib, dishes, and silver. The result is disastrous. The pictures will please small children who may remember having had some of the same difficulties.

THE COUNTRY BUNNY AND THE LITTLE GOLD SHOES, by Du Bose Heyward; illustrated by Marjorie Flack. Houghton. $3.25.
Delightful pictures in the delicate soft colors of Spring show how the Country Bunny was chosen to be one of the Easter Bunnies.

CROW BOY, by Taro Yashima. Viking, 1955. $2.75.
Pictures in rich colors illustrate a story about a wise teacher and a lonely boy.

CURIOUS GEORGE, written and illustrated by Hans A. Fey. Houghton, 1941. $3.25.
Curiosity brings about the capture of George, a little jungle monkey, and later brings him some exciting adventures on his boat ride to America and on his arrival in New York City when he gets loose.

THE DAY WE SAW THE SUN COME UP, by Alice Goudey; illustrated by Adrienne Adams. Scribner. $3.25.
Two children watch day come and go. Simple explanations of sun and earth. Delicate pastel drawings.

THE FIVE CHINESE BROTHERS, by Claire H. Bishop; illustrated by Kurt Wiese. Coward-McCann, 1938. $2.50.
Amusing folk tale of five unusual Chinese brothers is told in brief text and bold pictures. The humor and pattern of the story make it ideal for storytelling or lap reading.

GRANDFATHER AND I, by Helen E. Buckley. Lothrop, 1959. $2.95.
A boy's delight in walking with his grandfather. Lilting, repetition.

THE HAPPY LION, by Louise Fatio; illustrated by Roger Duvoisin. Whittlesey (now McGraw-Hill), 1954. $2.75.
The Happy Lion lived in a zoo in France. All the people who visited the zoo were his friends until he got out of the cage and tried to return their visits. Rollicking nonsense with distinguished pictures. More adventures follow in later books.

HARRY THE DIRTY DOG, by Gene Zion. Harper, 1956. $3.25.
Harry hates to be clean and hides the brush the children use to bathe him.

HORTON HATCHES THE EGG, by Dr. Seuss. Random, 1940. $2.95.
Story in verse of Horton who hatches the egg of Mayzie, a very lazy bird.

IN A PUMPKIN SHELL: A MOTHER GOOSE ABC, illustrated by Joan Walsh Anglund. Harcourt, 1960. $2.95.
Mother Goose rhymes have been carefully chosen for each letter of the alphabet.

INCH BY INCH, written and illustrated by Leo Lionni. Obolensky, 1960. $3.50.
An inchworm saves himself from a hungry robin by proving his usefulness as a measurer. Beautifully colored imaginative pictures.

KATY NO-POCKET, by Emmy Payne; illustrated by H. A. Rey. Houghton. $3.00.
Katy Kangaroo didn't have a pocket in which to cart her son Freedy so she asked other animals how they carried their babies.

THE LITTLE HOUSE, written by and illustrated by Virginia Lee Burton. Houghton, 1942. $3.00.
Panoramic pictures full of detail trace the changing seasons and the changing scene as the city moves in around the little house. Its move back to the country completes a satisfying experience.

LITTLE TOOT, written and illustrated by Hardie Gramatky. Putnam, 1939. $3.50.
The gay story of a lighthearted tugboat that finally assumed his responsibility. The original drawings by the author are most appealing.

MAKE WAY FOR DUCKLINGS, written and illustrated by Robert McCloskey. Viking, 1941. $3.50.
The popular and amusing story of the trip taken by Mrs. Mallard and her ducklings when they move from their home on an island in the Charles River to a new location in the Boston Public Gardens, snarling traffic as

they travel along the busy, narrow streets. A Caldecott Medal Award.

MIKE MULLIGAN AND HIS STEAM SHOVEL, by Virginia Burton. Houghton, 1939. $3.25.
Mike Mulligan remains faithful to his steam shovel, Mary Anne, against the threat of the new gas and Diesel engines.

MILLIONS OF CATS, written and illustrated by Wanda Gag. Coward-McCann, 1928. $2.50.
When the very old man goes out to look for a kitten, he comes home with millions and billions and trillions of cats. He and the very old woman can't decide which one to keep, but the cats settle that problem in their own way.

MOTHER GOOSE: SEVENTY-SEVEN VERSES WITH PICTURES BY TASHA TUDOR. Walck, 1944. $3.25.
Lovely delicate pictures in pastel shades illustrate a Mother Goose with an unusual format. Especially appealing to little girls.

PELLE'S NEW SUIT, written and illustrated by Elsa Beskow. Harper, 1929. $2.50.
Pelle, a Swedish farm boy, earns his new suit and follows each step in the process of its making. The book is memorable for its fresh, colorful pictures of rural Sweden.

PLAY WITH ME, written and illustrated by Marie Hall Ets. Viking, 1955. $2.75.
Appealing drawings illustrate the story of a little girl looking for and finding a playmate among the meadow creatures when she learns to sit quietly.

POLICEMAN SMALL, written and illustrated by Lois Lenski. Walck, 1962. $2.25.
Everyday experiences of a policeman on traffic detail are told in simple text, with picture opposite.

RAIN DROP SPLASH, by Alvin Tresselt; illustrated by Leonard Weisgard. Lothrop, 1946. $2.75.
The cadence of falling rain is caught in the brief text telling what happened on a rainy day. The raindrops "dripped from the shiny leaves, dropped from a rabbit's nose, splashed from a brown bear's tail." Full-page pictures in muted colors complement the text.

THE RED CARPET, by Rex Parkin. Macmillan, 1948. $3.75.
Rollicking verse follows the red carpet through town on a mad and fun-filled chase.

THE SNOWY DAY, written and illustrated by Ezra Jack Keats. Viking, 1962. $3.00.
Footprints in the snow mark small Peter's travels during a wonderful fun-filled day outdoors. A Caldecott Medal Award.

THE STORY ABOUT PING, by Marjorie Flack; illustrated by Kurt Wiese. Viking, 1933. $1.75.
The story of a Chinese duck who lives on a houseboat. To escape being spanked for coming up the gangplank last, he hides out one evening. After he nearly ends up in a cooking pot, Ping decides that home, even with a spanking, is highly desirable.

THE STORY OF BABAR, written and illustrated by Jean de Brunhoff; translated from the French by Merle S. Haas. Random, 1933. $1.95.
Babar is a young elephant who left the jungle to live in Paris. When he goes back to his home, he is proclaimed king of the elephants. There is a tongue-in-cheek matter-of-factness which appeals to children. The childlike, yet sophisticated, pictures are good for hours of looking.

THE TALE OF PETER RABBIT, written and illustrated by Beatrix Potter. Warne, 1903. $1.25.
The immortal story of Peter Rabbit and his misadventures in Mr. McGregor's garden is still a favorite book for little children. They can soon "read" it just looking at the pictures.

WHERE THE WILD THINGS ARE, Maurice Sendak. Harper, 1964. $3.50.
Max, sent to bed for acting wildly, becomes monarch of a fantastic animal world.

WHITE SNOW, BRIGHT SNOW, by Alvin Tresselt; illustrated by Roger Duvoisin. Lothrop, $2.95.
The first snowfall brings work for the farmer, postman and policeman, but wonder and delight for the boys and girls.

The above titles and book notes were selected from the following sources:

Let's Read Together - American Library Association

"Caldecott Medal Books" - American Picture Books - Library Assn. Philadelphia Free Library

Books for Adults on Children's Reading

Bequest of Wings
Annis Duff (Viking)
Books, Children and Men
Paul Hazard (Horn Book)
Unreluctant Years
Lillian Smith (ALA)

Following is a list of publishers of the above books:

American Library Association, 50 East Huron Street, Chicago, Illinoia 60611.

Coward-McCann, Inc., 200 Madison Ave., New York 16, New York.

E.P.Dutton & Co., Inc., 300 Park Ave. South, New York 10, New York.

Harcourt, Brace & World, Inc., 7555 Caldwell Avenue, Chicago 48, Illinois.

Harper & Row, 49 East 33 Street, New York 16, New York.

Horn Book, Inc., 585 Boylston Street, Boston 16, Massachusetts.

Houghton Mifflin Company, 2 Park Street, Boston 7, Massachusetts

Lothrop, Lee & Shepard Co., Ind., 419 Fourth Avenue, New York 16, New York.

The Macmillan Company, 60 Fifth Avenue, New York 11, New York.

McGraw-Hill Book Company, Inc., 330 W. 42nd Street, New York 36, New York.

Ivan Obolensky, Inc., 219 E. 61st Street, New York 21, New York.

G.P. Putnam's Sons, 200 Madison Avenue, New York 16, New York.

Random House, 501 Madison Avenue, New York 22, New York.

W.R. Scott, Inc., 333 Avenue of Americas, New York 10014.

Charles Scribner's Sons, 597 Fifth Avenue, New York 17, New York.

The Viking Press, Inc., 625 Madison Avenue, New York 22, New York.

Walck, Inc., 19 Union.Square, W., New York, New York 10003

Frederick Warne & Co., 101 Fifth Avenue, New York, New York 10003

Whittlesey (now McGraw-Hill Book Company, Inc.), 330 W. 42nd Street, New York 36, New York.

World Publishing Company, 2231 West 110 Street, Cleveland 2, Ohio.

SOURCES OF RECORDS

1. Bowman Records
   4920 Santa Monica Blvd.
   Los Angeles, California

2. Children's Record Guild
   (young people's records)
   27 Thompson St.
   New York, New York

3. Educational Record Sales
   157 Chambers St.
   New York, New York

4. Folkways Records and Service Corp.
   117 W. 45 St.
   New York, New York

SOURCES OF FILMS

1. Educational Film Guide, (annually)
   H. W. Wilson & Co.
   950 University Avenue
   New York, New York

2. Educators Guide to Free Films
   Educators Progress Service
   Randolph, Wisconsin

3. Dairy Council of California, Imperial
   and San Diego Counties
   4604 University Avenue
   San Diego, California 92105

4. Modern Talking Pictures
   160 West Grand Avenue
   Chicago, Illinois

5. Selected Films in Child Life
   Department of Health, Education & Welfare
   Washington, D. C.

6. Superintendent of Documents
   U. S. Government Printing Office
   Washington, D. C.

ADDRESSES FOR ADDITIONAL RESOURCE MATERIAL

1. Children's Bureau
   Department of Health, Education & Welfare
   Washington, D. C.

2. Child Study Association of America
   9 E. 89th Street
   New York, New York

3. David Cook & Company - Publishers
   850 N. Grove Avenue
   Elgin, Illinois 60120

4. Merrill Palmer Institute
   71 Terry Avenue
   Detroit, Michigan

5. Metropolitan Life Insurance Company
   1 Madison Avenue
   New York, New York 10010

6. Play Schools Association
   120 W. 57th Street
   New York, New York

7. Public Affairs Pamphlets
   22 E. 38th Street
   New York, New York

8. Society for Visual Education
   1345 Diversey Parkway
   Chicago, Illinois 60614